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The Western Journal of Education

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CONTENTS

PAGE

EDITORIAL - - - - - - - 1

The New Year—The Berkeley Meeting—Moral Training in Public Schools—How to Get a Library for Nothing.

NAVAL EDUCATION. *Capt. J. H. Drake* - - - 9

IN HONOR OF JOHN SWETT. *Richard D. Faulkner* - 36

ADDRESS. *Thomas J. Kirk* - - - - - 40

STATE TEACHERS' READING COURSE. *Kate Ames* - - 46

OFFICIAL DEPARTMENT. *Thomas. J. Kirk, Superintendent of Public Instruction* - - - - - 49

State Board of Education Meeting—Reports of Committees—Diplomas and Credentials—Decision of the Supreme Court in Reference to Kindergartens.

WESTERN SCHOOL NEWS - - - - - 66

Notes—The Southern California Teachers' Association—A New Constitution for the California Teachers' Association.

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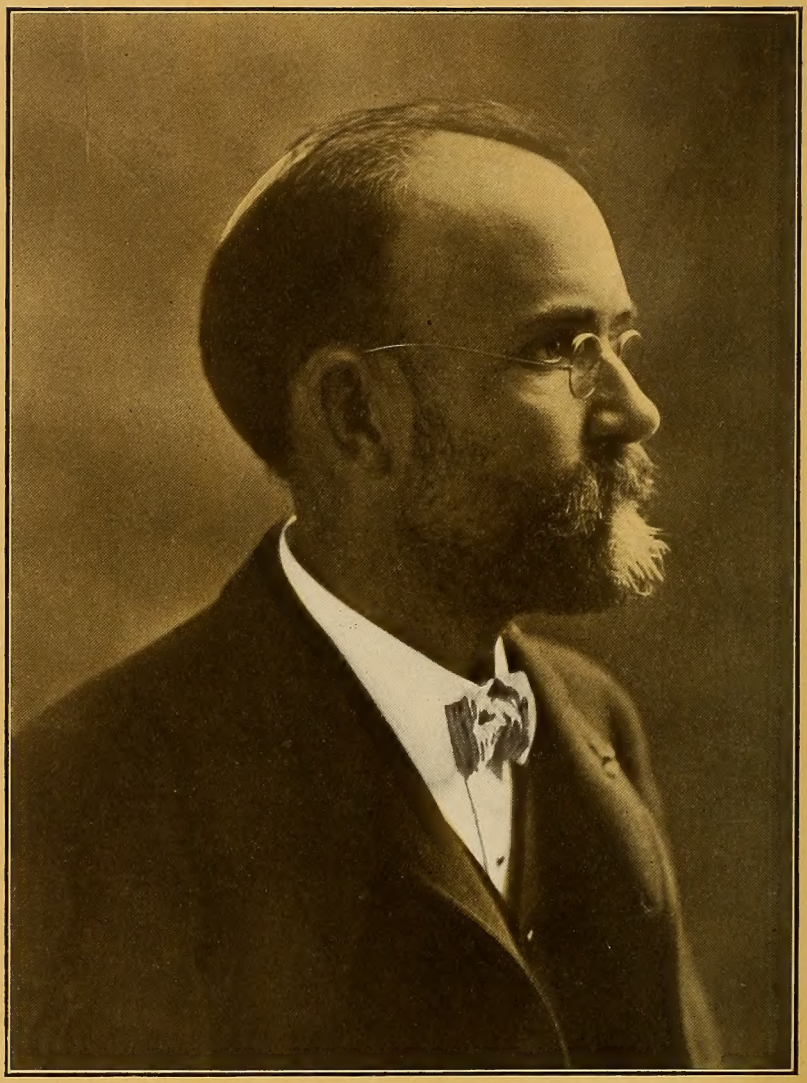

The President of the "Berkeley Meeting"
C. T. A., 1905

JAMES A. BARR

Superintendent of Schools of the City of Stockton.

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The Western Journal of Education

JANUARY, 1906

EDITORIAL

The New Year

Another year has run its course, and it is time to take stock of its achievements, and to make a few resolves for the wise using of the new one which is at hand. The old year contributed some rather notable chapters to the history of education in California. First among them was the introduction of a juster method of distributing the State school-tax, by abandoning the school census as the sole basis, and apportioning the money to the counties on the basis of $250.00 for every teacher assigned to the different districts by the county superintendents, and the balance by on the average daily attendance. Thus nearly equal provision is made for the small school and for the large one, and the schools of remote sections are supported as generously as the schools of the cities and towns. The wisdom of such a measure needs no illustration. California has made a great permanent advance by its adoption. Another notable advance has been that of sending the children to school. The new apportionment law, which distributes a part of the State school fund upon the basis of the average daily attendance has made the school authorities very active agencies in maintaining a high average attendance. The children have been protected by a revised compulsory attendance law which most sections are trying to enforce; by a child labor law which Labor Commissioner Stafford has used to the utmost to prevent unscrupulous parents and employers making money out of the labor of infants; and by the Juvenile Court, which has been instrumental in enforcing the other two laws and has cared in a rational way for the delinquent and defective children of the cities.

Another great achievement of the year was the new rule of the State Board of Education, requiring university candidates for the

high school certificate to have taken the full eight year high school and college course, and in addition at least one year of graduate study, including one-half year of advanced academic work and one-half year of professional study, including not less than four hours per week of actual teaching in a training school of secondary grade. The Board declares that training in any eight year college and graduate study in any university belonging to the Association of American Universities is the training contemplated in its rule. Persons who otherwise comply with the rule and have taught with decided success for twenty months, or have graduated from a reputable normal school, are exempt from the operation of the pedagogical requirements specified in the rule. It must be noted that this rule applies only to college graduates who wish to secure the high school certificate upon recommendation from the institutions in which they have studied. There is another way to secure the certificate open to any one who may desire to take it—the State Board examination. Thus high school teaching is a democratic calling which any one who cares to prepare himself, in any way that he may elect, to take the examination, may follow. But for those who do not choose to take the examination the standard has been raised very considerably. This reform will do much in the way of professionalizing the work of high school teaching. It will give it a new dignity and supply maturer and much better trained teachers to the schools. It should in time result in higher wages, for it will decrease the number of poorly trained university candidates who compete for positions in them. It is a step toward the German standard. It will put California in the lead in the expertness of her secondary teachers.

But the greatest achievement of the year was the work of President Barr in preparing for the Berkeley meeting of the State Teachers' Association. Such an awakening of the teaching force of the State as he has occasioned is bound to be historic; the year will long be known as the great year. The pace has been set; for the future we must keep what we have and go on in the same fashion. The organizations which have been made must be maintained, the good laws of high standards of efficiency must be pre-

served and improved upon. "It takes a soul to make a body," said Mrs. Browning. The spirit of the teacher must make a more glorified body as the days of the new year go by.

* * *

The Berkeley meeting has passed into history. It is doubtful if its place in the educational history of California will ever be eclipsed, at least in those respects which peculiarly distinguished it.

The Berkeley Meeting

The great triumph of the meeting lay in the success with which President James A. Barr, called out, organized, and brought into harmonious and intelligent co-operation several great social interests. California's teachers of all grades and types, from Kindergarten to University, from public and private schools, and from schools of every description, were never so thoroughly reached; and affiliated with them, upon the ground of more or less common interests, were the California Library Association, the State Farmers' Institute, and a department of School Boards and School Trustees. The key-note of the meeting was the massing and organization of great interests. How unselfishly and thoroughly that work was accomplished by President Barr is a matter of common comment. The results in point of numbers cannot be better set forth than in the words of Mr. Barr, himself, near the close of the meeting:

"I congratulate the Educational workers of California on the great showing that has been made at The Berkeley Meeting. Counting the various activities that have taken part in the Session the attendance has been at least 7,000 and may reach 8,000. While statistics are usually dry, I feel that you will be interested in a few figures showing the strength of the California Teachers' Association and the strength of the Association as compared with other State organizations. About a month ago, I sent letters throughout the United States asking for the membership of each State Association. Replies have been received from 35 States and Territories showing memberships ranging from 50 in New Mexico to 2,997 in Wisconsin. Included in the returns are such great States as New

York, Massachusetts, Minnesota, Missouri, and Michigan. The membership of the C. T. A., since its organization, has ranged from 197 to 2,165. The high water mark was reached in Los Angeles in 1902. How stands the Association today? The paid-up membership for the Berkeley Meeting at 2 o'clock today amounted to 3,970, with a number of cities and counties yet to hear from. When the returns are all in, the membership will be more than 4,000. Thirteen States have more teachers than has California. Today, however, the returns show that the C. T. A. is the strongest State organization of teachers in America. But one organization in America, and that means the world, is stronger,—and that is the National Educational Association. If the organization is maintained, and I feel that it will be, it will mean great things for the cause of Education and for the teachers of California."

In justice to this great crowd we should say that attention to the speakers was eager and intense. They were listened to; and there was remarkably little disturbance through conversation and restlessness in the rear of auditoriums.

Of course, as usual, there were a few croakers who found the meeting *too* large, *too* much on the program; who growled because they could not hear and see everything, and be everywhere at the same time; and who had their doubts. But on the whole there was nothing, not even the every other day's rain, which could prevent enthusiastic devotion to the program. In some few respects detailed arrangements could have been improved. Teachers found the arrangement of the program difficult to understand; many did not know of the Berkeley maps that could have been had; a headquarters for social intercourse was lacking. But these things were easily overlooked in the great mass of things that were thought of; there is really no serious ground for criticism either of the general management or the local committees. Berkeley seems to have done everything in her power to create the local conditions of success. It was never better done.

One of the finest features of the meeting lay in the large number of well-directed geographical and historical excursions provided. The opportunity to get in touch with the world's work is coming to be more and more highly prized by teachers. Intelli-

gence and sympathy with respect to the world's work are among the teacher's most valuable social and professional assets. There was interference with plans on account of the weather; but otherwise the excursions were successful.

There are few States in the Union that have had a better opportunity to study the educational platform work of Mr. A. E. Winship than California. He is neither a profound theorist nor a fad and system-monger. One of Mr. Winship's merits lies in the lack of what some educational leaders make a virtue and are strongest in, viz., personal pedagogy. His weaknesses, if such they may be called, are those common to constant platform workers, who are wont to stress the inspirational. Sometimes his illustrations are overdrawn, exaggerated. Let us be content with calling that the orator's license. At least, he is conspicuous as a good story-teller and for the absence of the weakness of personal pedagogy. He is original in his command of the educational audience; he is well acquainted with the affairs of the world, and probably the most untiring and observing traveller among American educators. Hence his ideas are the common stock in trade of the American teacher, enriched by personal observation of and acquaintance with America's noteworthy workers. All this, combined with the native powers of vivid and inspirational address, give him his great popularity with audiences of teachers. He is a bearer of good tidings, good work and good cheer from all quarters to all teachers. Such was the character of his work at Berkeley.

A very noteworthy feature of the meeting was the presence of Dr. L. D. Harvey, formerly State Superintendent of Public Instruction of Wisconsin, now Superintendent of the Stout Training Schools, Menomonie, Wisconsin. Dr. Harvey is authority on industrial education. He was selected by the National Educational Association to head a committee on industrial education, whose report is just issued. Dr. Harvey is a strong and inspiring speaker, whose efforts are uniformly earnest, scholarly and thoughtful. Every one of Mr. Harvey's addresses should leave a permanent impress upon school affairs in this State. Industrial education represents one of our most democratic school issues. It is no longer new. In point of fact it has been a long time developing its present prob-

lems and significance. The enthusiasm and faith which Dr. Harvey puts into this cause are born, not of speculation, but of mature and liberal experience. His ideas have a profound import for the schools of this State. Will they bear fruit?

President Wheeler's address was pronounced one of his very best,—in his original, strong, terse, yet polished, form. The thought he had to communicate, touching the large general issues in the State's educational work, was welcomed, because it appealed to his hearers as sound and commonsense. We want to know in how far not only elementary and secondary teachers are willing to take a practical stand for Pres. Wheeler's ideas, but would call the attention of University circles to the same problem.

Both general and departmental programs presented a great deal of interest and value to teachers. It is impossible here to go into all their excellencies in detail. Without exception the results of the department work were good, often brilliant. Both courtesy and worth, however, demand special mention of the work of the California Library Association, the School Board Department, and the State Farmers' Institute. Each of these departments kept touch with the general educational interest of the meeting, and were accordingly able directly to interest teachers as well as their own.

The unique success of the week, among departments, was unquestionably achieved by the Farmers' Institute. It is certainly significant that agricultural education appealed to a greater variety of people than any other line of educational work. The great attraction here was the address of Dr. A. C. True, Director of Experiment Stations of the U. S. Department of Agriculture, and Chairman of the Committee on Methods of Teaching Agriculture of the Association of American Agricultural Colleges and Experimental Stations. Dr. True's address called attention to the relative economic value of agriculture (65 per cent.) and to the great number of people engaged in it, to the increased demands placed upon it, and to the unrest and dissatisfaction which farm children are growing to feel more and more, resulting in a stronger tendency to cities. Hence, he drew the need of rational teaching in agricultural lines. He gave a history of what had been done, showing what it has been possible to achieve of success. Finally, he outlined a system of agricultural education for California, and emphasized

the necessity of training teachers for such work. Dr. Harvey stressed the need of agricultural training for secondary schools. President Wheeler brought out the fact that in this line we are still very hazy as to just what we want. Governor George C. Pardee made a fine use of our State school statistics, revealing the startling falling off in the attendance of boys after the fourth grade, and closed with the query as what we could do in the public schools to provide engaging occupation for boys. Not the least interesting on this program was the address of John Swett, whose direct questions both to farmers and to teachers were welcomed, because they showed how simply some very effective things might be accomplished.

We may not be entirely clear as just what this strong emphasis on agricultural education means; but it is evidently a good thing to follow up, learn from, and come to definite conclusions about, for the speakers certainly had a strong economic and social backing for their position, and they were followed by men from many ranks of the world's work. Witness the following partial list of those who took part in the discussions: A. J. Pillsbury, Secretary State Board of Examiners; Mr. E. F. Adams of the *Chronicle;* Senator Lukens, Assemblyman Beardsley, State Superintendent Ackerman of Oregon, County Superintendents Hyatt and Bateman, and others, Superior Judge Shields, Prof. Jenkins of Stanford, Mr. Sessions of Fresno, Prof. Wickson of the University of California.

In a masterly way the Committee on Resolutions broke with tradition, threw the time-honored but threadbare forms to the winds, and came out with a declaration of principles, following by a few well-chosen resolutions, especially in recognition of the splendid services of the retiring President, James A. Barr. The declaration of principles constitutes a good entering wedge in behalf of the worth, dignity and conscience of the teaching profession in this State. They form an admirable platform for California's teachers to unite upon, upon which to grow conscious of what they really should stand for, and of what the live issues are. School taxation, more adequate supervision of rural schools, free secondary schools for all, better salaries, better tenure of office, pensions, adequate length of school year, compulsory education, a smaller number of children per teacher, manual training in rural as well as city

schools, consolidation of districts, the State text book system, professional ethics,—these are all splendid issues for teachers to have in common consciousness and in common aim. But we want to add: *All* these issues are combined in *one* declaration of principles. The spirit of the declaration is violated in so far as any of them are, in the future, ever taken away from the rest, set apart as special rallying points, and ultimately distorted through efforts at the personal exploitation of their benefits. We speak, knowing that some of these, as tenure of office, higher salaries and professional ethics, are likely to become the prey of special exploitation, if not special foolishness. This may not safely be. The glory of the teacher has lain in his ability to serve both the needs of reality and of the ideal. He has risen because his labors have grown constantly in dignity, worth, and professional expertness. In a profession of this kind it is by such growth alone that lasting personal good can be realized. May the teachers of California, then, be known for their unity on *all* the issues that make for a more effective profession.

And in this State we have a school master whose service was one of devotion to all the good purposes of the teachers. It is a great thing to have achieved the right to retire from active service with a strong, clear record, and to remain the inspiration of one's fellow workers. The cap-sheaf of the Berkeley Meeting was the John Swett evening in Hearst Hall. It was not the addresses there made, but the thing that was done, the presentation of Mrs. Richardson's fine portrait of John Swett to the University of California, by the teachers of California, that was significant. Let us not forget that.

* * *

Moral Training In Public Schools

There is a third thing that teachers might do to develop ideals of social welfare and conduct, and so assist in destroying the evils of a money-loving materialism. It is a most familiar axiom that the State created and maintains the schools for its own protection. Yet he would be a complacent critic of school work who should say that the State is getting as much assistance from the schools as it hoped for in creating them, and as it has a right to

hope for and to insist upon at their hands. We have long thought that the schools might do more than they are now doing to make children love the land in which they live. Patriotism is not such an unnatural virtue that it may not be developed into an abiding influence in life if the requisite efforts are made to accomplish this good result. Again we have thought that honesty is so desirable a civic virtue that men and women who are serving the State in order to insure its preservation, should by no means fail to inculcate it. There are other virtues also, among them a keen sense of fair play, love of and respect for work, a fine sense of honor and respect for and interest in the welfare of others. These are the main things in education, and though we might attain better results than we now do if we gave more attention to them, yet these results are difficult to secure. We have too light an appreciation of their value, too little knowledge of the means for obtaining them, and too indifferent an interest in them to accomplish very marked effects. Something is needed to arouse a livelier feeling in these things. Perhaps that stimulus is at hand in the announcement which has just been made of a prize essay competition, open to the world, upon the subject, "Moral Training in Public Schools," the first prize being five hundred dollars, and the second prize three hundred dollars. The length of these essays is to be not less than 6,000, nor more than 12,000 words; each essay must be submitted in typewritten form, and all essays must be in the hands of the committee not later than June 1st, 1906. In addition the announcement of the competition contains the following statements:

These prizes are offered by a citizen of California who desires his name withhheld. He has appointed Rev. Chas. R. Brown of Oakland, California, President David Starr Jordan of Stanford University, and Prof. F. B. Dresslar of the University of California, Berkeley, "trustees of the fund and sole judges of the merits of the essays submitted."

The two prize essays shall become the property of the trustees, to be by them "published and circulated as widely as possible" from the fund at their disposal "within the limits of the United States."

The prizes will be paid immediately upon the award of the Committee.

Any essay not awarded a prize will be returned to the writer upon request, accompanied by postage.

* * *

How to Get a Library for Nothing

Every district in California may have a library without paying a penny for it! Write to the Librarian of the California State Library at Sacramento and he will tell you how the people of your neighborhood may arrange to borrow a collection of fifty books from the State Library, withut paying even the freight or express charges on the books. The traveling library plan which the Librarian, Mr. James L. Gillis, has developed, is intended to benefit the remoter sections of the State. The libraries which are sent out are made up of fifty volumes arranged under such subjects as Ethics, Religion, Social Science, Natural Science, Literature, Fiction, Description and Travel, Biography, History, etc. The books are sent out in cases, and full instructions as to the use of the library go with them. "On satisfactory guarantee that all rules will be complied with, traveling libraries may be loaned to any community without a public library, on application of five resident taxpayers. The responsibility and identity of these taxpayers must be certified to by a Superior Judge. The five resident taxpayers must meet, elect a president, and appoint a secretary. The secretary is to represent them in all their dealings with the State Library." There is no charge for the use of these libraries. They are furnished wholly without cost to the community asking for them and one library may be exchanged for another after three months, or by special permission it may be kept for three months longer. This liberal offer of the State should be eagerly accepted and should result in much good to the very persons who stand most in need of books and are least able to buy them. Great praise is due the State Librarian for the zeal which he has shown in this matter.

Naval Education*

I fail to find any literature which bears upon Naval Education. It appears to be a subject of such a technical nature that it has not attracted the attention of any writers of the present day.

Naval Education is the base of a nation's naval power and is the foundation of its fighting efficiency. I can only attribute a lack of general knowledge upon this subject to the following causes:

First. The want of technical education on naval science and warfare by writers of naval history.

Second. That owing to the environment of the majority of writers of naval history they were content with a mere chronological narrative of events giving time and place.

Third. That such histories were mainly written for the purpose of extolling or condemning individual characters among the great naval commanders. Of modern naval histories Captain Mahan's "Influence of Sea Power" presents to the reader the best analysis of naval warfare, from the fact that the writer is a naval officer who not only has a technical education, but possesses the happy faculty of being able to place his interpretation of naval warfare before the reader in the most clear and concise form, one of the results of the school of application through which a naval officer must pass on all subjects pertaining to his education.

It is therefore a new field of literary research which requires the pen of such men as Colombe and Mahan who have received a technical education as naval officers.

Not being blessed with the talent of a Mahan, I approach this subject with many misgivings and shall therefore confine myself to a few remarks, outlining the origin, cause, effect and growth of a naval education and its bearing upon the naval policy of the leading nations.

The influence of any nation possessing a powerful navy, today, has to be carefully considered in all international complications before proceeding to war measures.

Illustrative of the nature of a naval education I will preface my remarks by quoting a few words from Captain Mahan's celebrated essay, "The Influence of Sea Power Upon History."

"While the thread of general history upon which the successive maritime events is strung is intentionally slight, the effect has been to present a clear as well as accurate outline.

Writing as a naval officer in full sympathy with his profession, the author has not hesitated to digress freely on questions of naval

---

*A paper read before the Schoolmasters' Association of California.

policy, strategy, and tactics; but as technical language has been avoided, it is hoped that these matters, simply presented, will be of interest to the unprofessional reader."

I have quoted the above in order to show that this able writer drew the line between naval history and naval education; the former free of technicalities of which the latter must be composed, more or less.

I therefore ask my listeners to bear with me, while I endeavor to trace the origin, progress and evolution of naval education to the present date.

First. The necessity. (officers—men).

A naval education differs from a military one, only in some portions of the text and the application of the same. In the military the development is applied to harbor defense, the movement of bodies of troops in squads, platoons, companies, regiments, brigades, battalions and corps.

In the navy the text, in addition to the above, is applied to the maneuvers of a ship or ships, in sections, divisions, squadrons, or fleets.

It may be said that the necessity for a naval education dates back B. C. 413, the Galley period of the Athenian Expedition against Syracuse. Strategical positions were sought by the defending fleet maneuvering to keep on the flank of the assaulting fleet, "which, when spent with toil," the former bore down upon in a bold and determined attack.

The efficiency of naval strategy in those days depended upon human endurance as a motive power.

In the days of Alexander, Caesar, and Hannibal, where maritime conflicts were numerous, the study of strategical positions must have been important, when we consider the hand implements of warfare in use, as the knowledge of gun powder was then unknown.

The lines of attack and defense, as well as the maneuvering of large fleets of galleys necessitated battle lines, columns, and files in which any order or regularity in the formations resulted in divisions, while several divisions constituted a squadron. The several squadrons composing fleets. Upon the regularity of these formations, and the accuracy of their maneuvers, must necessarily have depended the victory, as confusion in order of evolutions would develop weakness and failure in fleets composed of several hundreds of galleys.

This period in which the galley plowed the seas of the Mediterranean for 3,000 years, developed the spear thrower, archer and ram as powerful factors of fighting strength.

The important feature of the galley period, which is closely allied to the school of modern naval tactics, in which present bat-

tles are fought under steam, is the fact that the propulsive power to maneuver was not only sail, but physical strength chained to thwarts and applied to huge sweeps or paddles, but which is now given to wielding the coal shovel in order to feed the numerous furnaces of a modern battle ship. This has resulted in the development of a mechanical force, which, through intricate machinery applied to propellers, is the propulsive power which enables the armored battle ships of today to enlarge upon the tactics of the galley period. These two extremes were never reduced to impotency by virtue of calms, as was the case in the long period of sailing ships, which bridged over the interval between the galley period and Fulton's application of steam to marine engines as a propelling power.

Passing down through the period from Actium, B. C. 31, to Lepanto, A. D. 1571, we are strongly impressed with the truth that history repeated itself in the principles of naval warfare, and we find little to improve or aid to a naval education, in so far as furnishing any text upon which the commanders of the present day have based their technical education.

The advent of powder enlarged the scope of naval tactics and new formations were thus developed which added their share to the first lessons of a naval education. Undoubtedly the first evolution in a naval education which carried weight was handed down by Von Tromp in 1639, when the Dutch fleets gained a complete victory over the Spaniards at the battle of the Downs.

The advent of sail power for commercial purposes and the necessity arising therefrom to protect a nation's commerce upon the high seas with armed vessels of war was a source of naval education which had its effect.

Fire ships were incorporated as an arm of the fleet in 1636, which complicated the tactics of defense and offense while retarding the speed, in formation of a close-hauled line of battle.

The introduction of explosive shells about 1710, which set fire to the ships of that date, was the blow which put the fire ships out of existence, and again changed the tactics and enlarged the school of naval instruction.

Following the disappearance of the galley period and the introduction of powder, the fighting efficiency of war ships rested in their broadside guns, hence the beam fire and formation in line ahead in order to bring as many guns into action as possible.

We therefore pass from the tactical order of the galleys in line abreast to that of line ahead. Monk and De Ruyter were undoubtedly the most distinguished sea-commanders of the seventeenth century. It is agreed, however, that De Ruyter is the foremost figure, and added more to the interests of naval education.

The first elaborate treatise on naval tactics leading to a higher education of the naval officer was produced by de Morogues about 1756. This was supplemented by an English work which was the text for a school of instruction, that undoubtedly led to the better education of English naval officers, and which resulted in producing greater efficiency among naval commanders and developing the modern naval officer.

The battle of Toulon, 1744, was a striking example of the necessity for a continued spirit of activity in naval education which would keep naval officers prepared not only in squadron tactics, but in the best knowledge of their profession.

The want of uniform action on the part of the English commanders, at the battle of Toulon, and total disregard of tactical signals, was a marked example of general inefficiency, unpreparedness, and widespread misbehavior.

It was not cowardice, but a lack of that esprit de corps which makes commanders realize that utter self devotion of themselves and their commands are required at the critical moment in order to secure absolute victory. It is this spirit which is first installed into our officers and men, that leads to success in their profession.

Naval wars have revealed the fact that no greater danger exists in its personnel than neglect in the highest art of a technical education, which will enable the officers and men to develop the maximum fighting efficiency of a modern battle ship.

The French, taking a lesson from the battle of Toulon, proceeded to increase the fighting efficiency of its navy by a school of instruction, especially for its officers, and application of their proficiency in fleet tactics, with the result that in the battle off Fort Mahon in 1756, the superiority of the French system of tactics was established, and the strength of her position as a sea power acknowledged.

Unfortunately, the impulse of victory did not bear fruit in keeping the French to the fore as tacticians. On the other hand, it inspired the English officers and men to greater activity in seamanship, gun practice, and fleet tactics, with the result that in four years they were again acknowledged to be the superior sea power.

The numerous battles which followed between the French and English from this period to Rodney's victory, April 12th, 1782, and the subsequent definitive treatises of peace which were signed at Versailles September 3rd, 1783, served to harden the English officers and sailors, without adding new features in tactical knowledge tending to a higher education.

The victories of Nelson added new life to old tactics under sail and induced the English to once more revise their system of edu-

cating officers for the Navy. The condition in the French Navy was deplorable, owing to a want of organization, utter subversion of discipline and the military ignorance of the Constituent Assembly.

Following the Berlin Decree to the declaration of war against Great Britain by the United States, there was apparently no incentive to improve the education of naval officers and men. Hence the fighting efficiency of the English Navy fell under deep lethargy from a feeling of absolute security as sovereign of the seas and power to maintain blockades.

The financial crisis in France, and the commercial embarrassment of Great Britain by the closing of her manufactories, loss of markets and dislocation of trade, were tensions which did not tend to improve the spirit of British seamen, but rather had a demoralizing effect.

Likewise the cause of deterioration of the French Navy after 1789 and the demoralizing effect it had upon naval education was the result of municipal interference with the military principles of discipline which held the subordinate in respect of his superiors. This insubordination led to insult, mutiny, and murder, the first victim being Commodore de Rions, one of the most distinguished officers of the French Navy.

This set back in naval education of the officer, both in the English and French Navies, was a blow from which it took many years to recover. In 1794 the trained seaman gunner had been replaced by the marine artillerist, and it is only a little over a century hence, that the United States and English navies are again bringing the gun-pointer especially to the front, on lines commensurate with the development of modern gunnery practice.

Nelson's tactics at the battle of Trafalgar do not reveal an advanced base, in the education of the officer, but it gave to the naval officer of that day some food for thought in the question of fighting efficiency. If tactical conditions had been perfect, the combined units of attack (each ship being taken as a unit) would have been more destructive to the allied fleets. The propulsive power being wind and sails, the intervals between the attacking units wre irregular, as well as their speed.

Hence, considering each unit to have the same degree of fighting efficiency (*i. e.*, perfection in loading and firing) it is possible to form some idea of the handicap placed upon the leading ships of Nelson's two columns, the Victoria and Royal Sovereign, when they broke through the line of the allied fleets.

Collingwood in the Royal Sovereign was not blocked by another unit of the enemy immediately to leeward, as in the case of the Victoria, otherwise history would probably have recorded a greater victory not so dearly earned.

The state of commercial warfare which followed between the continental powers, with England as the principle objective, leads up to the colonial wars of 1812, in which the iron heel of Great Britain was broken, by the superhuman efforts of the Colonial Commanders who not infrequently fought winning battles when outnumbered in ships, men, and guns. The very high order of fighting efficiency developed by the Colonial Commanders in their ships may be accounted for by their spirit of loyalty and love of liberty.

The evolution from the age of sails and variable winds to one of steam and engines, as a propulsive force, increased the efficiency of fleet tactics, by adding new evolutions, which required a new text on fleet tactics, as well as introducing mechanical engineering into the field of naval education. It immediately became a school of application based on broad lines of practical efficiency. Sail power had outlived its day of usefulness in so far as the knowledge of handling ships under sail alone was concerned. Ships as fighting units were no longer dependent upon the variable forces of the winds for position in line of battle.

The coal shovel, in the hands of brawny men of muscle, feed the devouring flame of furnaces beneath huge cylinders of wrought iron, containing water (known as boilers). The latter boiled, the steam rose and passed through covered pipes to other horizontal or vertical cast iron cylinders with closed ends. Through one end of these cylinder heads a wrought iron or steel rod, commonly known as a piston rod, was free to move in a cup as it were, which is called a stuffing box. Within the cylinder connected to this rod was a circular plate of iron or steel known as a piston head. Steam being admitted at either end of this cylinder drove this piston head to the opposite end. This charge of steam having done its work was then exhausted (withdrawn) from the cylinder and a new charge of steam introduced at the other end of the cylinder which drove the piston head back again to its original position, and so on; this action being repeated as long as steam was admitted to the cylinder.

The other end of this piston rod was connected by a movable joint to one end of another steel rod, known as a connecting rod, which was guided in its action by a cross-head so as to move always in line with the piston rod. The other end of this connecting rod was connected by a movable joint to a crank on an iron or steel shaft, which was free to revolve on a line parallel to the keel of the ship. The outboard end of this shaft carried a propellor which revolved when the shaft revolved.

Now when the steam from the boiler caused the piston head to move from one end of the cylinder to the other, the piston rod

moved the connecting rod the length of the cylinder, which is called length of stroke, and in so doing caused the crank to which it was connected on the shaft to revolve half way round through an arc of 180 degrees.

Steam, being admitted at the other end of the steam cylinder, caused the piston head to go back to the end from which it started, thus making a complete stroke. In going back, however, it pulled the connecting rod back, which, in turn, made the shaft revolve through another 180 degrees, or a complete revolution; the propellor attached to the outboard end of the shaft also making one complete revolution, and so on as long as steam moved the piston head in the steam cylinder. The propellor thus turned in one direction, and being somewhat shaped like the wings of an electric fan, pulled the water away from the bottom of the ship, which being banked up against the rear face of the blades of the propellor, pushed on the shaft and thus forced the ship through the water, going ahead. If turned in the opposite direction, the opposite effect was the result and the ship went astern.

Thus briefly described, the foundation was laid in 1838 for the new law of propulsive force of men of war which became the base of a new text on which the elaboration has in itself become a science.

The higher efficiency resulting from the use of marine engines as a propulsive force in naval battles was shown in the Civil War in Farragut's actions in Mobile Bay and at New Orleans. The order in line or column of the fighting units was maintained with precision, otherwise the defense of the land batteries would probably have been successful, and the war prolonged to a period of dissolution of the union, the gun efficiency of both belligerents being considered equal.

The education of our navy commenced by the act of Congress of 1798. Preceding this date, the Navy Department as the director of this national arm of defense and offence did not have an independent existence. The founding of the American Navy, however, may be said to date back to 1775, when Paul Jones, immediately after the battle of Lexington, wrote a letter to Joseph Hewes, copies of which he sent to Thomas Jefferson, Robert Morris, and Philip Livingston, who were conspicuous in the Continental Congress. In the material part of this letter, Paul Jones wrote as follows:

"It is, I think, to be taken for granted that there can be no more temporizing. I am too recently from the Mother Country and my knowledge of the temper of the King, his Ministers and their majority in the Commons, is too fresh to allow me to believe that anything now is, or possible can be in store, except either war to the knife or total submission to complete slavery.

I cannot conceive of submission to complete slavery; therefore only war is in sight. The Congress, therefore, must soon meet again, and when it meets, it must face the necessity of taking those measures which it did not take last fall in its first session, namely, provision for armament by land and by sea.

Such being clearly the position of affairs, I beg you to keep my name in your memory when the Congress shall assemble again, and in any provision that may be taken for a naval force, to call upon me in any capacity which your knowledge of my seafaring experience and your opinion of my qualifications may dictate."

It therefore appears from a careful research of the records of that date that Paul Jones was alone in his conception of the necessity for establishing a recognized American Navy, whence has sprung a modern Sea Power, which today is respected by all nations and has developed a fighting force in both officers and men skilled in all of the technicalities of professional fitness necessary to class them as leaders in the art of war.

The standard of professional fitness outlined for the personnel in October, 1775, and laid before the committee of the Continental Congress, embodied the fundamental principles upon which is based the success of our naval education of today. Briefly stated, this document on the personnel contained the following standards of fitness:

"As this is to be the first keel-timber of the new navy which all patriots must hope shall become among the foremost in the world, it should be well begun in the selection of the first list of officers.

To be not only a capable mariner, but likewise a gentleman of liberal education, refined manners, punctilious courtesy, and the highest sense of personal honor.

To be not only capable of expressing himself clearly and with force in his own language, but should also be versed in French and Spanish.

To be familiar with the principles of international law and general practice of admiralty jurisprudence.

To be conversant with the usages of diplomacy, and if called upon to be capable of maintaining a dignified and judicious diplomatic correspondence.

These are general qualifications and the nearer the officer approached the full possession of them the more likely he would serve his country well, and win fame and honor for himself.

Viewing the naval officer aboard ship in relation to those under his command, he should be the soul of tact, patience, justice, firmness and charity. No meritorious act of a subordinate should escape his attention, or be left to pass without its reward.

Conversely, he should not be blind to a single fault in any subordinate, at the same time to be quick and unfailing to distinguish

error from malice, thoughtlessness from incompetency and well-meant shortcoming from heedless or stupid blunder. As he should be universal and impartial in his rewards and approval of merit, so should he be judicial and unbending in his punishment or reproof of misconduct. In one word, every commander should keep constantly before him the great truth that to be well obeyed he must be perfectly esteemed.

But it is not alone with his subordinate officers that he has to deal. Behind them and the foundation of all is the crew. To his men the commanding officer should be Prophet, Leader and King! No rule can be set for meeting his obligations to his crew. It must ever be a question of tact and perception of human nature on the spot and to suit the occasion. If an officer fails in this, he cannot make up for it by severity, austerity or cruelty.

When a commander has, by tact, patience, justice, and firmness, each exercised in its proper turn, produced such an impression upon those under his orders in a ship of war, he has only to wait the appearance of his enemy's topsails upon the horizon. He can never tell when that moment may come. But when it does come, he may be sure of victory over an equal or somewhat superior force, or honorable defeat by one greatly superior. A navy is essentially and necessarily aristocratic."

This document as a whole, from Paul Jones to the Marine Committee of the Continental Congress of 1775, embodies the logic and philosophy of naval organization as well as the fundamental principles of naval education of today, as it did then, or can be embodied under any conditions conceivable in the future.

Modern gunnery and the advanced stages of modern science have required us to enlarge their scope, but we have not been compelled to increase the base upon which they were originally established.

When this document was handed to George Washington by Mr. Hewes, previous to its being submitted to the Committee, Mr. Hewes records Washington as saying after he had read it:

"Mr. Jones is clearly not only a master mariner within the scope of the art of navigation, but he also holds a strong and profound sense of the political and military weight of command on the sea.

His powers of usefulness are great and must be constantly left in view."

To return to the education of the old navy. After the act of 1798 establishing the Navy Department, provision was made by which a certain number of officers were proportioned to the number of ships afloat. The upper grades were filled by those who had served with distinction during the Revolution; the lower grades

were selected from the merchant service. The former were commanders of courage and tried ability, the latter, however, proved themselves to be good seamen, zealous in their duties, and men of conspicuous bravery. As a nucleus upon which to develop naval officers in the technical branches necessary to their profession, eight midshipmen were appointed and placed on board each ship.

They were appointed from civil life by the President, without regard to age, fitness or education, other than the appointing authority saw fit to exercise. In many cases they knew nothing of the theory or practice of navigation. A few of them managed to get special instruction in schools of navigation, and otherwise pick up sea knowledge by observing the routine of service and asking questions upon other points necessary in the performance of their duties. Thus they became pupils of the older officers whenever the latter were willing to teach them. Their advancement in naval education therefore depended chiefly upon their own exertions and desires to improve.

It was not until 1802 that the Naval Regulations assigned particular duties to midshipmen, by directing that Commanding Officers should see that the "schoolmasters" performed their duty toward the midshipmen by "deligently and faithfully instructing them in those sciences appertaining to their department," while the midshipmen, in consideration of their duty to their country, were "to employ a due portion of their time in the study of naval tactics and in acquiring a thorough and extensive knowledge of all of the various duties to be performed on board of a ship of war." The regulations at that time stated that the "chaplain" should perform the duties of schoolmaster; and instruct the midshipmen in writing, arithmetic, and navigation, according to such orders as he received from the captain.

As far as the chaplains were concerned, this system of instruction was found to be barren of results, as this duty had no connection with their profession or training and was wholly foreign to the subjects they were compelled to teach the midshipmen.

Besides the appointment of the chaplains necessarily was without reference to their fitness or qualifications for this work.

Not until January, 1813, were the faults in this system of educating midshipmen modified, when schoolmasters were regularly appointed on board ships of the line carrying twenty midshipmen under instruction.

At this time the compensation for schoolmasters was $25 per month, which brought only an inferior grade of instructors into the service, as teachers of ability would not give up better positions on shore and submit to the discomforts of a sea voyage, military restraint and discipline. Hence results were again barren.

During President Madison's administration, the Secretary of the Navy, Hon. William Jones, saw the necessity for the reorganization of the Navy, and addressed the following communication to the Senate:

"I would suggest the expediency of providing by law for the establishment of a naval academy, with suitable professors, for the instruction of the officers of the Navy in those branches of the mathematics and experimental philosophy, and in the science and practice of gunnery, theory of naval architecture, and art of mechanical drawing, which are necessary to the accomplishment of the naval officer."

The Military Academy at West Point, founded in 1802, was therefore in full operation while the Navy was struggling on the outskirts of its profession for an existence.

In reviewing this period there does not seem to have been any desire on the part of friends of the Navy who were in high official positions to push its interests to the front, as in the case of the Army. Whether this apparent lethargy was due to the declaration that they did not have a clear conception of the requirements of this branch of the service, or to the popular feeling which existed for the military, is hard to decide. Evidently their faith was based on the strength of the army, with that feeling of independence that the prosperity of the United States was in no way dependent upon a Navy. The commercial interests of the Colonies had not yet reached that acute stage of world competition requiring sea power protection.

The war with Tripoli broke down somewhat the barriers of popular and official prejudices, and a plan for establishing a naval academy was submitted by Secretary Thompson to the House of Representatives December 10, 1822.

This, however, did not bear fruit, owing to the apathy displayed by Congress on all occasions, and the apparent want of interest on the part of the Secretary of the Navy to push the matter to the front, or consider it of vital importance in the education of the officers.

Following secretaries advocated to a more or less extent the necessity for the establishment of some school for naval officers, each putting forward individual ideas without giving sufficient attention to the fundamental principles on which such a school should be based. Congress would not act, owing to the diversity of opinions set forth by secretaries who were not familiar with the needs of the Navy, and could not be expected to outline clearly a technical course of instruction.

In January, 1826, the House of Delegates in session at Annapolis, Maryland, passed a resolution, calling the attention of Con-

gress to the superior advantages which the City of Annapolis possessed as a situation for a Naval Academy. This resolution failed as it met with warm opposition.

No less than nine different propositions to establish a system of naval education, were submitted to Congress between 1802 and 1839, all of which failed to culminate in positive action, partly owing to expense, and partly to opposition of sectional ties, which prevented any one State from claiming all of the credit.

The introduction of steam as a motive power in 1839 revolutionized the methods of naval warfare, as well as changed the course of instruction outlined for officers in the Navy and introduced the mechanical element into the technical education of officers.

In 1841 another attempt was made to call the attention of Congress to the necessity of establishing a permanent school under the supervision of the Navy Department for the instruction of officers in Line and Engineering duty.

In 1842 Secretary Upshur again endeavored to impress upon Congress the necessity of fixing by law the naval establishment, as well as the number of officers in each grade, and course of instruction to be pursued in educating young officers for Line and Engineering duty.

Congress, however, failed to come to any conclusion with regard to these necessities for a recognized naval establishment, and it was not until 1845 that the number of midshipmen appointed should be proporitoned to each State or territory according to the number of Representatives and Delegates, and that the midshipman must be a resident of the State from which appointed.

In 1843 a step was made which had a direct bearing upon the foundation of the Naval Academy. An act for improving the naval service provided twelve professors of mathematics with rank and pay, for such duties as the Secretary of the Navy might assign them, in instructing midshipmen. Instruction was distributed at this time at the several navy yards and on board ship. Such good progress in this system of instruction and its application to the needs of the service was shown by the school at Philadelphia, in charge of Professor William Chauvenet, that it was decided by the Navy Department to concentrate the school of instruction under one head at Philadelphia. By thus concentrating the force of instructors, strength and unity in the system was obtained, and this organization commenced to show efficiency in all branches.

In 1845 George Bancroft became Secretary of the Navy. Being a man of culture and a profound scholar, with broad educational ideas, he became impressed with the necessity for establishing a permanent school of instruction with an independent organization, and the best corps of instructors obtainable.

Accordingly a Board of Examiners was appointed to examine midshipmen then under instruction. This Board was composed of the following officers: Commodores Geo. C. Read, Thos. A. C. Jnes, and Matthew C. Perry, Captains E. A. F. Lovallette and Isaac Mayo, which convened in June, 1845, at the Philadelphia Naval Asylum for the examination for promotion of midshipmen there under instruction.

Secretary Bancroft also constituted this an advisory board to make suggestions with reference to the establishment of a Naval Academy. He also suggested the site of Fort Sevren at Annapolis, on account of its inland location and easy access of approach by water.

This Board recommended that a Naval School be established at Fort Severn with a Superintendent not below the grade of Captain, and a staff of officers sufficient to carry on the necessary discipline, routine drills and exercises required.

It also outlined a board of instruction consisting of professors of the English and French languages, mathematics, natural and experimental philosophy and chemistry, drawing and mapping. To be connected with the school a practice frigate and steamer for drill purposes, navigation, gunnery, and marine engineering.

The report then goes on to say that the age of admission should not be less than 13, or more than 15 years. After first appointment as a Naval Cadet to pursue a course of two years' instruction at the Academy, then three years at sea, after which to have three months' leave, then to practice frigate and steamer, where they finish a one year course in the school of application relating to previous studies. After which final graduation and appointment as midshipmen in active service. This course required six years to complete, with the additional experiences of three years of it passed in cruising in different parts of the world which in itself is an education in broadening the views of under graduates.

The Board placed great stress on a rigid physical and mental examination upon admission, and that semi-annual examinations be held under the supervision of the academic board, who shall transmit full reports to the Navy Department relative to the conduct of students and recommending that all who are found deficient in conduct or deportment be dismissed. The annual examination to be held at the end of the two years from commencement of studies, and in case of passing their examination they receive the appointment of midshipmen upon going to sea for the three years' cruise prescribed as a part of the course. Those who fail to pass to be invariably dropped from the service. The result of these strict measures, in regard to moral conduct and professional fitness, admitted only the meritorious to the Navy.

This resulted in Secretary Bancroft selecting Annapolis for the Naval Academy. Commander Franklin Buchanan, U. S. Navy, was detailed by the Secretary as the Superintendent on account of his high reputation for professional ability, besides being a skillful systematic and energetic organizer. The best professional talent was secured as instructors.

The fundamental Rules and Regulations on which the Academy was founded and which were the ground floor of its development, while stamping the first impressions of the naval officer upon the minds of the youth who entered its walls, were rigidly and systematically enforced.

They began with the principle, "that a warrant or commission in the Navy, far from being an excuse for licentious freedom, is to be held a pledge for subordination, industry and regularity, for sobriety and assiduous attention to duty."

"Far from consenting that the tone of discipline and morality should be less than at universities or colleges of our country, the President expects such supervision and arrangement as shall make of them an exemplary body of which the country may be proud."

In order to meet his obligations, the Superintendent was given all of the powers for discipline conferred by law, and the pledge of the Navy Department that it would not recommend any one for promotion who was proved unworthy of it from idleness, ill conduct, or continuing ignorance, and could not bear the test of a rigid examination.

On this base the school was originated with a code of internal rules and regulations which were rigidly carried out.

Professors and Instructors, as far as possible, were selected from among the officers of the Navy who possesed an aptitude and showed a willingness to instruct, as well as obey.

Applicants were carefully examined by the Surgeon for any physical weakness which would disqualify them from performing the active and arduous duties of a sea life.

Obedience and subordination were the prime factors rigidly enforced. Strictest attention to order and study was required in the recitation halls and no midshipman was permitted to absent himself from recitation or study hours unless he was on duty as a midshipman officer of the day, or excused by the Surgeon of the Academy on account of illness, or absent by permission from the Superintendent. The midshipmen were confined within the walls of the Naval Academy grounds which were always under strict military law.

A conduct-roll of each midshipman was kept and laid before the Board of Examiners at the semi-annual and annual examinations, February and June respectively. It embraced all impro-

prieties—such as neglect of duty, insubordination, disobedience of orders, inattention to studies, tardiness at recitations, breaking liberty, incorrect deportment at recitations, indecorous conduct at the mess table or elsewhere, or irregularity at meal hours. Serious offences were dealt with by a Board appointed by the Superintendent based upon the facts in the case.

It was strictly impressed upon them that their qualifications, deportment, mental and moral fitness, zealous atttention to duty and studies, as well as power of application, were the principal features which would govern the question of the Board's final action in graduating Midshipmen to become Officers of the Navy. They were constantly reminded that a good moral character was essential to promotion and a high standing in the Navy. That this could only be obtained by carefully avoiding the first step toward intemperance, shunning the society of the dissolute and idle, and by cherishing the wish to deserve and the hope of receiving the approbation of their country, they could alone render themselves able to occupy with honor the high rank in the Navy to which many of them would be destined, by virtue of application, zeal, intelligence, and correct deportment. That as individuals they had no right to do that which would involve others in their misfortunes; and when they as naval men, intentionally violate the laws that govern them, they could not wihout dishonor to themselves expect to escape punishment by making others responsible for their misconduct.

Thus the formal opening of the United States Naval Academy took place October 11, 1845.

The course of instruction laid down at that time consisted of Mathematics, Natural Philosophy, Chemistry, Ordnance and Gunnery, and the use of steam. History, Geography, English Grammar, etc., French, Spanish, and Drawing. Manual Exercise in fencing and infantry drill were introduced not only as a healthy exercise, but to elevate the military character of the school.

Classification of the Midshipmen and division of studies for the different classes was also put in force, as well as a division of time.

The merit scale of recitations was established on a base ranging from 10 downwards. The demerit scale ranging from 1 upwards—unexcused absence from recitation being 10, of unexcused tardiness 5, and other delinquencies according to the gravity of the offence and decision of the Superintendent in the particular case.

At the end of the academic year the average merit of the midshipmen to be made out from the merit and demerit marks made during the year, and the relative rank at the final examination to

be determined by combining their marks for the studies pursued with those given by the Board of Examination for proficiency in the several branches.

Weekly reports were made to the Superintendent, stating the merit of each recitation and average merit for the week. Weekly meetings of the Academic Board were held for the purpose of making weekly transfers from one section to another, according to the merit determined from the weekly report. These transfers to be approved by the Superintendent.

Roll-calls were made in each section at each recitation by the leader of the section. All midshipmen entering 5 minutes after roll-call were marked tardy and reported to the Superintendent.

In less than eight months the Academy was in efficient working order, fully organized, and was destined to do for the Navy what West Point had so long done for the Army.

From this time until 1851 was a period of transition, in which many important changes in the organization were made. An age limit for entering was established; between 15 and 17 years. Four classes were formed; all midshipmen entering in the fourth class and graduating from the first class at the end of a four years' course. The scope of studies was increased to meet future expansion in all professional branches, likewise the means of application of all studies, and the number and class of professors and instructors in the various departments.

The Naval Academy as now organized under modern requirements of service is under the direct supervision of the Academic Board who are responsible to the Secretary of the Navy. This condition is necessary in order to remove the control of the Academy as far as possible from political influence, otherwise its progressive development as a school of technique and application would be seriously hampered.

The Superintendent is a line officer of the Navy not below the grade of Captain. He is the general superintendent and governor of the Academy, and all officers, professors, instructors, and cadets are under his command. He has charge of the grounds, buildings, and vessels belonging to the institution and also has the power to remove any person, for cause, connected with the Academy. Next to the Superintendent in authority is the Commandant of Midshipmen and Head of Department of Discipline and a line officer of the Navy. Under the Superintendent he has immediate charge of the police and discipline; the drills and tactical instruction in the departments of seamanship, and gunnery, are under his general direction. The line officers in these departments are the assistants of the Commandant in carrying out the drills and discipline.

The senior aid is a line officer of the Navy who has special charge of the grounds, repairs and construction of the buildings, of purchases and accounts relating to the property, and of all workmen employed upon the grounds and about the buildings.

The academic staff which is engaged in the work of instruction, comprises line officers, officers of the Engineer Corps, professors of mathematics in the Navy, also professors and assistants apopinted from civil life.

The branches taught are divided into groups of studies which are in charge of separate departments. Each department has an executive head, a naval officer or civil professor, as the case may be, also several assistants. The heads of departments arrange the detail of the course of study, and have general supervision of the work of their assistants, giving personal instruction when it may be desirable.

The Academic Board or faculty is composed of the Superintendent, the Commandant of Midshipmen, and Heads of Departments. The Superintendent, or in his absence, the Commandant of Midshipmen, is the presiding officer.

The Board prescribes the text-books to be used, the subjects and arrangement of the course of instruction, the time of examination, the relative weight of recitations and examinations, also of different branches of study, and recommendations to the Navy Department in the case of deficient midshipmen who are dismissed unless recommended by the Board to be turned back one year and continue the course.

The academic year begins in September, and ends in June following. The first term extends to January and the second term from January to June.

At the close of the academic year the graduating class are given three months' leave of absence until ordered to sea or some other duty by the Navy Department. The three months following constitute the summer cruise of the midshipmen of the newly-formed first class, and third class, while the second class have leave of absence. Those candidates who have passed successfully the June examination for admission, and which form the nucleus of the fourth class, are quartered on board the frigate *Santee* and are given light studies and drills while being instructed in the first principles of a naval life.

The following Heads of Departments constitute the Academic Board, aside from the Superintendent and Commandant of Midshipmen: Seamanship, Ordnance and Gunnery, Navigation, Marine Engineering and Naval Construction, Mechanics, Physics and Chemistry, Mathematics, English and Law, and Modern Language.

The midshipmen organization for the year is prescribed at the beginning of each academic year. It consists at present of two battallions, of six companies or twelve companies each, aggregating in all with field, staff, company, non-commissioned officers, rank and file, 823 midshipmen. This organization is followed in all drills and in all formations (except those for recitation), including the mess formation.

The cadet officers are selected from the first class as far as practicable, with special reference to their fitness for the positions, and hold their offices during good behavior and efficiency.

For recitations each class is divided into sections, which usually number not more than ten, for the purpose of enabling the instructors to give careful attention to individual pupils. The sections in each branch are arranged monthly, according to merit, so that those of nearly similar capacity recite together.

The course of instruction, both theoretical and practical, is progressive during the four years' course. The practical instruction consists in the application of the several scientific branches and is carried out on a broad scale in order to obtain the highest degree of efficiency.

In the first year or fourth class the course of instruction includes the following:

First term--Mechanical drawing in Marine Engineering and Naval Construction, Algebra, logarithms, geometry and descriptive geometry in Mathematics, English and French.

In the Second term trigonometry and Spanish are added.

In the Second year or third class:

First term—Mechanical drawing in Marine Engineering and Naval Construction, Elementary physics, and chemistry, Conic Sections, Descriptive geometry, Differential Calculus, United States naval history, French and Spanish.

In the Second term is added: Mechanical processes, Integral Calculus, Spherical trigonometry, Stenographic projection and English literature.

Third year or Second class:

First term—Infantry and Artillery Instructions in Ordnance and Gunnery. Principles of mechanical and marine engines and boilers. Theoretical mechanics. Physics, and Spanish.

In the Second term is added: Seamanship. Gun drills and torpedoes, Instruction for target practice, ordnance and gunnery. Astronomy, Navigation, Mechanics, Electricity and Navigation, and French.

Fourth year or First class:

First term—Seamanship and naval tactics, Ordnance and Gunnery, Exterior ballistics, Elastic strength of guns, Torpedoes and

Mines, Theory of Navigation, Compass deviation and surveying, Boilers, Naval Construction, Physics, French and Spanish.

Second term—General review and application of the first term subjects, and graduation.

A course in physiology and hygiene is given during the first class year, under the supervision of the Surgeon attached to the Academy, and physical examinations are held at graduating.

The merit rolls are made out annually for each class and show the proficiency of the midshipmen in each branch of study. The scale of marks at recitations ranges from 4 as a maximum to 0; and a mark of 2.5 is given to a recitation, or exercise in the school of application, which is not considered satisfactory. The marks in each branch are averaged at the end of the month, and the class standing of each cadet for that month is thus determined. A report of the same is also sent to his parent or guardian.

A table of numbers is formed showing the relative weight of the different branches for each class, which are used as coefficients; the final mark in each branch (on a scale of 4) being multiplied by the number assigned to that branch.

The sum of the products, after adding the multiple for discipline, is the final mark of the midshipmen for the year.

In the case of midshipmen that take an advanced course in any branch, the final mark in that branch is determined by adding to the final mark received in the required course one-fifth of the amount by which the final mark in the advance course exceeds 2.50.

In the graduating merit roll, the final standing for the course is determined by the sum of the yearly marks.

Midshipmen who attain 85 per cent. of the multiple in any year are distinguished by a star affixed to their names on the merit rolls.

The diplomas of midshipmen whose final marks on the graduating merit roll are not less than 85 per cent of the maximum read, "passed with distinction"; those whose final marks are between 74 per cent and 85 per cent of the maximum read, "passed with credit"; and those whose final marks are between 62 1-2 per cent and 74 per cent of the maximum read, "passed."

The Academy is thoroughly fitted out with athletic appliances; gymnasium, armory, shell boats, boats under oars, sails and steam respectively.

The drill and recreation hours are thus taken up in a healthy exercise in which all midshipmen are required to take an active part, thus promoting a taste for physical development, which is found to add to the general health of the midshipmen.

Passing from the Naval Academy the midshipman begins an active career as a Naval Officer and is assigned to a division of men comprising a part of the fighting crew of a man of war.

His duties as a watch and division officer become a practical school of efficiency to which his academic studies and their application are but the stepping stone.

His division composed of men and guns are factors of fighting efficiency which are capable of the highest degree of development.

Pitted against him are not only other divisions of his own ship, but corresponding ones of sister ships, and the fact that the efficiency of his division will be compared with that of others, and that by this comparison will he be classed as an officer of ability, spurs him on to rival all competitors.

The most important feature of the efficiency of his division is the training and development of his men. In this he is called upon to study carefully the individual character of each member of his division, so that the distribution of intelligence at his command will produce the greatest effect, while harmonizing the combined efforts of the crew to that end.

He must see that the gun-pointers are men of quick conception, cool judgment, steady nerve and good eyesight, trained to a fine point of sight contacts, as the number of hits per minute depend upon their ability to handle the hydraulic and electric gears of the mounts and turrets so as to be able to keep the gun on the target regardless of the roll or turning of the ship in a sea-way.

Similar conditions are required of the turret trainer. Next in order come the loaders, who must be men of cool judgment and muscle, as the efficiency of firing depends solely upon their capacity to load properly, while handling the complicated breech mechanism of the monster 67 ton guns, which are capable of hurling a projectile weighing over half a ton through space for a distance of eight miles in the short interval of 24 seconds and then have a reserve force sufficient to pierce fourteen inches of solid steel.

Here let me briefly digress to say, that it is only necessary to stop and consider that the almost instantaneous development of such a power at the muzzle of the 13 inch gun requires the force necessary to lift instantly fifty thousand tons through a space of one foot. This would be equivalent in weight to two hundred locomotives and twenty-three hundred and thirteen Pullman sleepers, or four battleships of the Oregon class lifted one foot in the air in an instant of time. It would appear impossible to conceive the development of such a force, and much less realize that a mount or gun carriage could be built which would absorb this mighty energy and control the gun recoil. Hydropneumatic cylinders having powerful piston springs take up this recoil and transmit it to the main supports and frames of a battleship, through which the shock of discharge, of 420 pounds of smokeless powder confined in the combustion chamber of a turret gun, is disseminated.

Returning to the turret gun crew; after the loaders, come the primer and rammer men, who must be selected for their skill and judgment in manipulating the complicated electric, or hydropneumatic rammers, which drive home the shell and charge of smokeless powder.

At this point the lift-man becomes a very important factor, as the rapidity and skill with which he can manipulate the switches for strength of current in giving the necessary velocity to the lift when coming up with over one ton of weight and stop it at the exact point at which it will be in line with the rammer and bore of the gun, depends also the efficiency in loading, as well as that of rapid firing.

A deviation of one-eighth of an inch in the vertical line of hoist of the lift will block the loading of the gun, as the mechanical action of the rammer is absolute in its line of operation when in use in loading and admits of no deviation.

Hence the steady nerve and cool judgment of the lift-man, which are absolutely necessary under most trying circumstances. Connected with the lift-man is the latch-man, who handles the locking device for holding the lift in its proper position when loading. He must be quick of eye and hand, and under no circumstances allow his attention to be distracted for one moment by other occurrences within the turret. Last, but not least, comes the blow-out man, whose functions, immediately after firing, consist in attaching the terminal ends of the compressed air pipes to the blow vents in the base ring of the gun, whereby a blast of air under fifty pounds pressure instantly drives out all of the flame and gases which could possibly remain in the bore, when the breech plug is thrown back and the gun ready for another charge. The above combination is strictly within the turret, and appertains to the gun only.

The gun is, however, connected with the handling room immediately below the turret by the lift. Here all of the charges, both powder and shell, are assembled previous to being placed in the lift to go up to the gun. Four cool-headed, brawny men handle the lift-loading device in the handling room, receiving the charges and shells from four other magazine men who are under the supervision of the gunner's mate, who has charge of the handling room and magazines, when in action. Their duty consists in seeing that the shells and charges are supplied as rapidly as possible.

The naval officer today who wishes to be efficient, must not only be capable of instructing his men properly in the use of the mechanical devices connected with modern ordance, but he must possess the necessary technical knowledge, relative to the electrical and hydraulic devices in use, in order to remedy defects or make

such repairs as may be necessary. His school of application in electricity, hydraulics, and mechanics, is constantly in demand, and frequently leads to new devices and improvements in order to meet the exigencies of the service. His laboratory work in chemistry and physics, takes him into the field of high explosives and smokeless powder, with which he must be constantly in touch if he would have the requisite knowledge required to insure safety with hundreds of tons of these explosives stowed in the magazines.

The intricate mechanism of hundreds of independent machines, outside of the main engines and their connections, is his daily school of application that is constantly putting his technical education to the test. Hence he must keep up with the pace or fall to the rear and be lost in the maelstrom of failures.

The graduates of the Naval Academy today are the designers and superintendent constructors of the hulls of our steel vessels, which are built to carry the modern high powered guns that constitute the battery. They are also the designers and superintendents of construction of the engines and boilers, that give the high speeds requisite for our armored cruisers like the *California* and *South Dakota.*

The guns of our batteries, their mounts and mechanisms, ammunition and smokeless powder, are designed by the graduates of the Naval Academy, who are the line officers in the rank of Commanding Officers.

The numerous inspectors of ordnance in the large steel works of the United States which are supplying the material from which our guns and their mounts are manufactured are graduates of the Naval Academy.

The gun factory at Washington Navy Yard, which manufactures the guns and mounts with all their mechanism, that compose the fighting batteries of our men of war, is wholly under the control and superintendence of the line officers, who are graduates of the Naval Academy. Their brains and energy designed the intricate machinery required to carry on the work of this establishment, which is one of the most extensive in the world, and which today is enlarging its capacity in order to meet the demands of our rapidly increasing navy, which is destined to become the largest fighting power afloat.

The treaty rights of our commercial products must be protected abroad, otherwise our home industry must cease to expand and its financial interests become seriously crippled through impotency to protect these rights. Our home production far exceeds our home consumption, therefore we must seek new avenues of trade in the markets of the world where foreign competition is the principal factor, and these rights are respected in proportion to

our power to protect them under all conditions which may arise.

This can only be accomplished by a powerful navy, capable of seeing the laws enforced.

We are now engaged in improving the fighting efficiency of our men of war, and modern methods and practices in great gun fire have been introduced by which these guns are capable of doubling their rapidity of fire within the last six years, and we are now leading the navies of the world in this important feature of future battle conditions.

The recent sea battles between Russia and Japan are examples of the necessity for increased gun efficiency and proof that we are developing in the right direction, as a sea power.

The recent records of automobile torpedo warfare virtually confine its efficiency as a fighting factor, to torpedo destroyers and torpedo boats, which are capable of high tactical efficiency. Its usefulness in battleships and larger vessels has not been demonstrated in the recent sea fights.

The submarine torpedo boat remains a doubtful factor, as a sea going vessel capable of taking its place in the fighting line of battleships, armored cruisers or other men of war.

As a harbor defence arm, acting within a radius of 10 miles in waters with which its crews are familiar with all of the condition of tides and subsurface currents, its moral effect and actual efficiency may be effective.

Torpedo destroyers and torpedo boats acting as scouts searching for submarines, are dangerous enemies to the latter, which can be run over and capsized owing to their small margin of stability and limited capacity to remain submerged and hold their position for any length of time, owing to unknown and undetermined under currents, which soon cause them to lose their bearings in the submerged state. These are prime objects affecting the submarine, which cannot be removed, but minimized by constant practice.

The field of electricity, in its present undetermined state of efficiency, is playing an important part, as a motive power in direct current application in stationary auxiliary machinery in our vessels of war. The question of electrolosis in our steel battleships and armored cruisers is assuming alarming proportions under the most careful methods known to electrical science in the installing and insulation of the entire plant. The lines of polarization appear to take up a field having two foci nearly at right angles to the original magnetic load of the hull, resulting from the hard and soft iron in the ship. If this field is within the immediate surroundings of sea-pipe connections, the latter become pitted on the inner surface, sometimes at different distances from their outboard ends. Conditions which are determined by sounding the pipes on the outer

surface in the double bottoms with light rivet hammers. At present there appears to be no known method by which the polarization can be offset.

At our navy yards and shore stations the efficiency of the alternating current has been established as a motive power.

The Bureau of Equipment, with its corps of line officers who have made the subject of wireless telegraphy a practical school of application, have succeeded in developing new features in the efficiency of the coherers and double series, by which we are now able to communicate at a distance of over 250 miles at sea on our men of war.

The question of wave transmission and voltage in this direction is still in a primitive state of development. Prospects are fair, however, to simplify the present methods and increase the efficiency. Another important feature of naval education is the subject of International Law and its usages. Much has been written on this subject, and the present course at the Naval War College at Newport enters largely into this field, with the result that naval officers of all grades are becoming more familiar with the variable conditions under which international law is interpreted and executed by the different powers.

Every year a class of officers is assembled at the War College for the study of this subject and examination of object lessons set forth by the different nations, arising principally from diplomatic and commercial relations.

In connection with this, war propositions are developed on international subjects which would require important action, different features of which are demonstrated by these object lessons.

The results obtained are carefully compiled and issued to the officers of the service, as text-books of information, which become one of the important features of our school of application.

Officers are thus made conversant with the practices of a modern school of diplomacy and international law relating to our treaty rights and commercial intercourse, as well as the general practice of admiralty jurisprudence among nations.

It not infrequently happens in foreign waters that the commander of one of our men of war is called upon to take decisive action in sudden emergencies, where time does not admit of official communication with the home government for instructions. He therefore becomes the diplomatic, as well as naval and military representative of his government, and his prompt action must be such as not to involve the flag he represents, in undue complications which could lead to war measures.

His position therefore calls for delicate finesse in which he is required, on the one hand, not to offend the power with which he

is dealing to that extent which will block the way of justice, while on the other hand, he must keep within the diplomatic field of approval by his own government and the voice of the people.

Hence the necessity for every commanding officer to be capable of maintaining under these circumstances a dignified and judicious diplomatic position and correspondence.

He must not only be conversant with the usages of diplomacy, but display those higher qualities of a naval officer which show him to be the soul of tact, firmness, patience, justice and charity, for it is under these conditions that he will win honors and serve his country well, or, as a sailor expresses it, be between the devil and the deep sea.

I have been asked by one of your noted professors, "why the majority of naval officers are more successful in their profession than the same number of graduates from the universities."

Before I endeavor to answer that question I desire to say that I have frequently heard the statement made by officers, and civilians especially, that "A Naval Academy education unfits one for the duties of civil life."

I have no desire to claim for the graduates of the Naval Academy, especially those who have gone out into civil life, any greater success than that to which they are entitled.

In looking back I find, among my own class mates, one who took up the profession of law, and whose successful management of the copper and nickel mines of the Northwest, a few years ago, enabled him to accumulate a large fortune. Another is vice-president of an eastern railway, and president of a well-known line of steamers between New York and Fall River.

The voice of another has frequently been heard in the halls of Congress, as one of the exponents of a powerful navy as a means to peace.

The Academy also counts among its graduates the best steel expert, and authority on armor plates, as well as a manager in the Carnegie steel combination.

The inventor and head of the Carpenter Armor Piercing Shell Co., with its famous soft cap shell which will penetrate the best armor plate produced, was a naval academy man.

Two have taken up the profession of civil engineering and one of these is superintendent on the great acqueduct system of Greater New York, while the other is superintendent engineer of the Santa Fe system, reaching out to the Pacific slope and destined to become the rival of older lines of railway.

A prolific writer on technical subjects, who holds the position of consulting and professional engineer to the *Scientic American,* is a graduate. Among other graduates of the Naval Academy, I find

one who is associate in the great law firm of which ex-Ambassador Choate is the leading member. Another drifted into hydraulic engineering and became famous through the Worthington Hydraulic pump, capable of lifting water to the highest altitude.

Westinghouse conceived the idea of utilizing the normal air pressure and applied it to his vacuum-brake, which is famous the world over, and has saved thousands of lives in emergencies on the railroads of both continents.

Zollicoffer Mitchel is acknowledged by the sage Edison, principal director of the General Electric Co., to be the best expert and manager in that system.

Frank J. Sprague is without doubt the Robert Fulton of electric railways the world over, and may well be called "the wizard at whose touch the lightnings play at will."

In this city are two well-known graduates of the Naval Academy; one is not only a financier and president of a prominent trust company, but a leading advocate of a clean municipal government.

The other is noted as the most skillful manager and vice-president of the greater trans-Pacific line of steamers carrying the golden products of the West, between the Occident and the Orient.

Among those present tonight is a prominent graduate of the Naval Academy, and an officer of highest rank in the Navy, whose writings on Maritime and International Law are standard works of reference in the navies of the world. I also see present tonight one who is an authority as a Doctor of Philosophy in our Universities, which are turning out our men of science.

The greatest authentic writer of this age on Sea Power is a graduate of the Naval Academy.

And so I might continue with numerous others who have placed their mark high up the ladder of fame, and swell the list to show that graduates of the Naval Academy are successful in the different walks of civil life.

I can only attribute these results to the system of development carried out in the navy, and the never ending school of application in the different professional branches, under the following conditions:

First—The system of development, theoretical and practical, pursued at the Naval Academy.

Second—The thoroughness of the organization, and unbending military character of discipline enforced under all conditions.

Third—Early lessons in having a military bearing and address, subordination and respect for officers, refined manners, punctilious courtesy, and the highest sense of honor.

Fourth—Judicious exercise of authority and command; attitude and bearing toward subordinates, ever keeping in mind the great truth, that to command one must know how to obey.

Fifth—Responsibility, firmness, patience, justice, and unqualified devotion to the flag in peace and in war.

Sixth—That promotions from one grade to another, are obtained only by passing a satisfactory mental and physical examination before a board of superior officers. This insures retaining in active service only those who are mentally and physically qualified.

Seventh—In the first two years of the Academic course, the deficient ones are dropped out, and the graduates represent the survival of the fittest.

Eighth—That having complied with all of the above conditions, the reward is eventually promotion to the highest grade in the Navy.

Another important factor in the situation is the difference in age at which a midshipman enters the Academy, and a student the University.

The latter as a rule has reached his majority, consequently enters college with habits and tastes formed, which are generally beyond the probabilities of a permanent change in his character.

Whereas the midshipman, entering between the ages of fourteen and sixteen years, passes the formative period of his life, which is the most important, in an atmosphere whose far-reaching influences mould his character and habits. He is in daily contact with his fellow midshipmen; the same code of honor, of manners, of morals for all. There are no long lapses or intervals of freedom from this systematic, orderly life, such as occur in the collegiate year. His aspirations take shape from the high standard of physical and moral courage that makes him faithful in the small details of life, and renders possible the hero in time of stress, whose private interests are merged in the glory and need of his country.

Again, money is not a factor on which his ambitions are founded, for he knows that he can never achieve fortune, as the world counts it, in the service of his country.

His modest income barely meets the demands made upon it by his position as an officer of the Navy and the requirements of official intercourse in his cruises abroad.

Their ambitions, acquirements, efforts to excel in this or that specialty, their inventions in various branches of the school of application, their disregard of bodily and mental fatigue in trying to reach a goal, are not crowned with monetary rewards.

I may conclude my remarks by adding that a higher power, the will of the President of the United States, who is Commander-

in-Chief of the Navy, and the semi-annual Reports of Fitness of Officers by their superiors, have a decided influence in shaping the conduct of all; added to the fact that brilliant mental achievement, as well as personal valor, also receive due recognition.

The University graduate, as a rule, puts forth a supreme effort to win his parchment, as its successful issue means a place in the world with its accompanying rewards of material fortune.

The fighting efficiency of a man of war embodies all of the principles which have been enumerated, and the degree of efficiency reached depends absolutly upon its officers and men and their development in the school of application under a strict naval discipline.

In every age the standard of civilization of all nations is measured by their commercial development, and the extent of their sea power.

The sea is a great highway of commercial traffic between nations, and the safety of the floating commerce of any nation is insured only by the laws of nations and the capacity of that nation's sea power to have its commercial rights protected.

Arbitration will not always stop the hand of some nation, or nations, from infringing upon the treaty rights of others in commercial enterprise, for the purpose of securing greater financial success; this position may be obviated by the possession of powerfully equipped navies, whose success depends upon the efficiency of their naval education.

J. H. DRAKE,
CAPT., U. S. N.

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In Honor of John Swett

Remarks of Richard D. Faulkner in the presentation of the portrait of John Swett by Mrs. Mary Curtis Richardson to the University of California, December 28, 1905. The gift of the California Teachers' Association.

In 1853 John Swett was elected principal of the Rincon School of San Francisco, California. He retired from the position of Superintendent of Common Schools of the City and County of San Francisco in 1895. He was continuously in the service of the city or State from the time of his election as principal of the Rincon School until his retirement as Superintendent, with the exception of the period intervening between his resignation as principal of the Girls' High School and Normal Class, in 1899, and his inauguration as Superintendent in 1891. Since his retirement

from the position of Superintendent, in 1895, he has resided on his farm, Hill Girt, near Martinez, Contra Costa County.

In these fifty-two years, whether in active service or retirement, John Swett has been an example and an inspiration to the teachers of California.

At the time of his election to the principalship of the Rincon School the first free public school in San Francisco was not four years old. The entire teaching force of the city did not equal the number of teachers now in the John Swett Grammar School. The average daily attendance of the few schools scattered among the sand hills was still counted by hundreds. The first Superintendent of Schools was still in office, as was the first State Superintendent of Public Instruction. There had been but four sessions of the Legislature and but little school legislation, but I am sure I would tire you should I attempt to tell you all that was not, in 1853, in the education of San Francisco and California.

The Rincon School, at the time John Swett became principal of it, was held in a small rented two class room building, planted in the middle of a sandbank on the corner of First and Folsom streets. I trust that none of you picture such a two class room building as is now common in the small towns of the State. The two class room building to which I refer consisted of an original shanty to which had been attached a shed-like ell. The original shanty was the class room of the principal, the shed-like ell, of his assistant. Neither of the rooms possessed a blackboard, a map or chart. The only apparatus consisted of a wooden water pail and a battered tin dipper, from which the children drank water brought from a well not far distant, the owner of which allowed the boys to draw one bucketful a day. The teachers were provided with a small table and a cheap chair. There were sixty boys and girls in the school, about equally divided between principal and assistant. The children provided their own ink bottles, pens, and paper.

I spoke of the wretched makeshift of a building in which the Rincon School was held in 1853. It can be readily understood that such a man as John Swett would not teach long in a building so unfitted for school purposes, if it were within his power to better the conditions. It was only within his power except in so far as he could stir up public sentiment in his district to the need of a larger and better building. This he did. The response was almost immediate.

A public-spirited merchant, a patron of the school, made a proposition to the Board of Education to build on one of his lots a two-story frame building capable of accommodating three hundred pupils, provided the city would lease it for a given time at a reasonable rental. His offer was accepted and the house was built on

Hampton Place. The building was dedicated on August 22, 1854, in the presence of a large assemblage. On this occasion the principal of the school made his first public address in California. He took advantage of the opportunity to make a strong appeal to the people in support of a system of free public schools.

The Rincon School continued to grow. The building of which I have just spoken, though enlarged in 1856, was outgrown by 1860, when the Board of Education purchased a lot on Vassar Place and built a twelve class room building upon it for the school. The building was cheap and poorly planned, but was dedicated December 22, 1860, as if it were a palace. One of the speakers was Thomas Starr King. The brilliant Dr. Franklin Tuthill of the *Bulletin* reported the proceedings.

It was seven years since John Swett had begun the upbuilding of the school. It was two years before he felt that his work in it was done. In the nine years that he was principal of the school he won recognition as a teacher, for he taught a class all the time. In these years he provided the school, through a series of May Festivities, with a piano, a gymnasium, and a library. The gymnasium was a feature of the school. The principal was the leader. In these years, through public examinations and exhibitions, he brought parents into sympathy with the work their children were doing, while the press notices of such exercises not only raised the Rincon Grammar School, but the schools of San Francisco and the State, in the estimation of the people at large. In fine, these years were his preparation for the great and lasting service he was to render to the State as State Superintendent of Public Instruction, to which high office he was elected in 1862 for one year, and re-elected in 1863 for four years.

In 1862 John Swett saw clearly, more clearly than anyone in the State at that time, that the public schools must be made free public schools, and that the profession of teaching must be raised. It was for the purpose of raising the standard of professional teaching and for organizaing a State system of free schools that he sought the office of State Superintendent. It is not my province to tell how well these purposes were accomplished by him in the five years he held that office.

I said that he sought the office of State Superintendent. I should have said that he was driven to seek it, for during the nine years that he was principal of the Rincon Grammar School he endured the twin humiliations of an annual election and an annual examination. The examination was conducted by a committee of doctors, lawyers, dentists, book-binders, contractors and non-professional men, and its purpose was to see whether he was competent

to teach for another year the same school that he had just taught.

Some of the questions submitted by these examiners have come down to us. I present those in one subject.

Geography

Time, 1 hour.

1. Name all the rivers of the globe.
2. Name all the bays, gulfs, seas, lakes and other bodies of water on the globe.
3. Name all the cities of the world.
4. Name all the countries of the world.
5. Bound all the States in the United States.

I suppose you think because I said John Swett sought the nomination for State Superintendent of Public Instruction that he devoted months to planning a campaign, and that when the convention met the delegates pledged to him traded votes with the aspirants for other offices, until they had enough to secure his nomination. But such was not the case. He only announced himself a candidate ten days before the convention. When the convention met less than a dozen delegates were pledged to him. None were to be had by trading, for there was no other State officer to be nominated. If he had known that Frank Soule, the brilliant and versatile writer and politician, was to have been a candidate for the office, he would not have gone to the convention at all.

Several nominations for the office were made. Finally, all nominating speeches being made, the several candidates were on motion invited to address the convention. John Swett did not expect this, but he was called out first, without a moment to collect his thoughts. I know the fire that is in him at seventy-five, but I would like to have listened to him on that occasion, at thirty-two, for his patriotic and professional speech secured him the nomination in the face of certain defeat.

On his retirement from the office of State Superintendent of Public Instruction, John Swett was elected principal of the Denman Grammar School of San Francisco. I stated that when he was principal of the Rincon Grammar School he taught a class all of the time. He now had to teach but two hours daily. For the first time, therefore, in his experience, he had time to devote to supervision. He now began a careful study of methods of teaching. I will not speak of his work as principal of the Denman Grammar School, nor as Deputy Superintendent of Common Schools, nor as principal of the Denman Grammar School for a second time, nor as principal of the Girls' High School and Normal Class, further than

to say that the result of these years of work were his Methods of Teaching, and numerous contributions to the advanced text-book literature of the times.

I said that John Swett resigned from the principalship of the Girls' High School and Normal Class in 1889, but the people of San Francisco called him from his retirement the next year and elected him Superintendent of Common Schools by an overwhelming vote.

I should say that his administration as Superintendent was marked by the fearlessness of his reports to the Board of Education, by the flexibility of the Course of Study that he prepared for the schools, and by the impress of his enthusiasm and professional spirit upon teachers and principals.

But I must bring these remarks to a close. I know you await with interest for the words that the President of the University of California will speak to us. I know that you are impatient to clasp the hand of John Swett.

President Benjamin Ide Wheeler, I present to you, and through you to the University of California, this portrait of John Swett. I am directed to do this by the California Teachers' Association. It is the portrait of one of our number who came to California friendless and unknown, and who is now first in the affections of the teachers of the State, of one who has left a lasting impress upon the laws of the State and the profession of teaching, of one whose character has been above reproach.

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Address of State Supt. Kirk before the Southern California Teachers' Association, on Thursday, December 21, 1905

Commissioner Draper of New York points out the fundamentals in American educational systems which may properly be claimed to be settled.

Our public schools are free; they are maintained at common cost; with small exceptions all property is taxed for their support; they are non-sectarian; no relation between them and any church is tolerated; they are managed and controlled by officers elected by the people; they are subject to State legislative control, but the principle of local administration and management is strongly emphasized.

Two years ago in this State it was settled that high schools should be recognized as a part of the State educational system and,

without interference with provisions long held sacred for the maintenance of primary and grammar schools, it was enacted that they should receive a liberal measure of State aid. It is a fixed principle that pupils shall be given education just as long as they will take it. Encouragement is given for going as far and as high as mental ability and inclination will admit, and the system extends from kindergarten to university. Both boys and girls are given equal educational opportunities and advantages. It is settled that the State must be responsible for the preparation and training of teachers. Hence Normal Schools are maintained and deemed indispensable. More and more their services are valued, their products recognized and appropriated. Entrance to the teacher's vocation is now rarely sought except through the door of professional training and actual practice teaching under expert supervision.

But we have not yet solved all the educational problems. Probably we never shall solve them all. Perhaps it is better that we should never attempt or desire to reach final solution in numerous lines of educational work. It is the constant striving for better things that keeps us strong and vigorous. Rest and contentment at a goal reached would be unfortunate in the march of progress. But we may learn to go slow in making educational advances. Change simply for the sake of change is unwise and does not put us farther ahead. The cause of public education has frequently been injured by ambitious men who have been able to propose and inaugurate changes only for the sake of notoriety.

Happily the American public system, more or less different in the different States, is so firmly established that fads and fancies little disturb or harm it. So-called New Education, Child Study in all its variations, flare and flash before us, meteor-like in their irridescent splendor, but the old ship, "Industry and Perseverance," is about the only craft that can be depended on to make port. We believe that human nature is about the same now that it was in the days of Socrates and Plato, and that mind, body and soul grow and expand only by exercise and effort. Our modern doctors of pedagogy and psychology may after all lay claim to but little of recent discovery in reference to mental phenomena.

Questions as to *what* rather than of *how* to teach appeal to us nowadays. The scope, the field of operation, the material to use in order to produce ideal citizenship, which is perhaps the best defined aim of education, now engage our attention.

We have all along been going to books as the chief source for our material in training and educating. We may disclaim it, but we still cling with more or less tenacity to the same notions that controlled our fathers and mothers of pioneer days when they said, "We want our children to have an education in order that they

may not have the hard work of life which we have had. We are going to educate John that he may be able to earn a living by his wits." Seldom do we meet a parent who is not endeavoring to shape the son's school life so as to prepare him for one of the so-called learned professions. This is generally the case regardless of natural aptitudes and inclinations. We are still planning and pursuing courses of study that lead away from the farm and the work-shop, while the great mass of children must grow to be men and women neither adapted by nature nor inclination for anything else. Disappointment and discouragement are therefore being continually met. The great majority of children must find employment in the common vocations of life, such as found in the field, forest, factory or mine, and in the ordinary affairs of trade and traffic; and the duty of the State through its system of public education should be to give such training and instruction as will best help and influence in right directions this great majority of the youth of the State.

Notwithstanding this, we still continue to teach every boy as though we expected him to become President of the United States or Minister to England.

It may be claimed, with considerable force of argument, that during the period in the primary and grammar schools, as well as in the high schools, the same course of instruction that leads later to a profession is the proper course also for the farm or for business, but investigation and experience cause this to be seriously questioned. If Colonel Parker was right, education is not only preparation for life; it is actual life.

Such education or training as will enable the individual child to make the most and best of himself after school life from any grade is the kind and character of education demanded. I am therefore impelled to the conclusion that industrial education in some form should be introduced early in the schools and continued with varying and adaptable form and character through all the grades. In the high schools this manual training should take more technical and special forms and possibly assume the essentials of some definite trade or vocation. The child that leaves off school work at any point in the curriculum should be equipped in some degree with ability and skill, as a result of his education, that will count in his efforts to earn a living. To be able only to read and write, though important, does not contribute to such ability so much as probably would some hand training. I would not ask for more in the course of study; rather would I have less, but it seems only rational to demand something different in order to meet the

needs of the great majority of children, and particularly for those that leave school at an early age. I am only reiterating what has so frequently been said for industrial education, but act upon its importance very sparingly. As kindred to industrial training there is need to teach the substance rather than the shadow of things. In our cities many children are often years in discovering the original forms and sources of their daily bread. Different kinds of grain, their manner of planting, cultivation, harvest, and their processes of manufacture into bread material, are worth while to teach. Meats, fruits and other articles of food and drink may profitably be traced to their original sources, and when studied in relation to the countries or places from which they chiefly come may form the best and most interesting lessons in geography. Likewise with sample materials of wearing apparel, with the implements of the farmer, the artisan and the artist, thus presenting and studying the substance of things instead of their shadows, not merely reading about them, but learning them from thoughtful observation and by actual contact with them.

Every school room should have a cabinet for holding specimens of raw materials of common things, as wood, minerals, oils, cotton, wool, etc., and interest may be aroused by exchanging home articles for those of schools in other localities. Another cabinet may contain specimens of manufactured articles, in first forms, as varieties of cloth, cotton and woolen; different kinds of leather, wood plup as paper, etc. What I wish to emphasize is the necessity of teaching real things, the getting away from signs, symbols, and shadows, and awakening interest and inquiry about things that are familiar, but not understood in the daily environment of the child. Too often it is only words that children are getting in their daily school lessons, dry bones instead of the meat and bread of life.

School gardens have their high educational value, for here the child, if intelligently directed, may not only learn the elements of agriculture, but may be awakened to the wonders and beauties of nature by watching the unfolding plant, its growth, its final flowering or fruitage. It is the letter of books, the grind of grade and class that fail to appeal to the souls of children, and too often drive them at an early age from school. What is ever the pressing need is inspiring, resourceful teachers, teachers who will teach the substance instead of the shadow.

On the administrative or business side of public education more problems are daily coming to view. We need in this State still more school money in order to have more efficient teaching, more adequate educational equipment, more inducements for strong men

and women to devote their time and talents to the cause. And yet, when we are presented with the fact that one-half the public revenues are now devoted to education, it is not easy to convert the average tax-payer to the justice and reasonableness of our further demands. One of the strongest arguments, perhaps, for more educational means is the reminder that without education all else that we have would not be worth having. That education over-balances everything else of public concern combined. It is the very life of the people.

We corrected, by the legislature last winter, a long standing error in the method of apportioning the State school fund. The new plan may still be imperfect, but it approaches more nearly to what is equitable and just to all the children of the State. The State must recognize the needs of all its children, regardless of county or municipal boundary lines. As State officials teachers must be loyal Californians. We are said to receive $7 per census child annually from the State for primary and grammar school purposes, but we do not. The school census of 1904 must serve for two years, for the school years 1905-6. The census of 1905 is not put into the account at all, and that of 1906 must serve, not for itself, but for 1907 and 1908. The school census population of April, 1905, was 12,000 more than that of April, 1904, and it is safe to predict that 1906 will exceed 1905 by at least 18,000 census children. Hence there will be 42,000 census children to be schooled during the time from July 1, 1905, to July 1, 1907, that will draw no State school money, a shortage of $294,000 in two years. This should be corrected by amending the law so as to provide for anticipated annual increase. Judging the future by the past, one-twentieth more added for every year will, for a time at least, very closely represent the constant average yearly increase. I may add that the legislature, not the State Board of Equalization nor the State Controller, fixes the amount of taxes to be raised, and this it does biennially. The Board of Equalization only fixes the rate.

We should seek for more school funds through the indirect sources of State and county revenues. We should have secured for education at the legislature last winter at least 75 or 80 per cent. of the automobile tax and of the special tax imposed on corporations. These two sources of State revenues for 1905 will reach about $155,000, and in future years, unless the law be repealed, the sums will not be less. The schools could reasonably have asked for all of this money. Like many other opportunities and advantages, they were not seen until too late. This is merely an observation, or suggestion, which I would pass over to your Committee on School Legislation. It is hoped that the special legislative committee now

at work for reformation of a system of public taxation may succeed. Something must be wrong when real estate must sustain more than 80 per cent. of the burden for public revenues.

There will ever be critics to find fault with our system of public education. It is not uncommon for the schools to be charged with all delinquencies in the public calendar, any supposed low state of public morals, prevalent dishonest business methods as of frenzied finance, epidemics of crime, and shortcomings generally. These criticisms are not well founded. The value of the public schools would be forcibly and quickly shown if they were all obliged to close even for a single year. The critics overlook the fact that the world, with all its activities, is traveling in its orbit at the rate of more than a million and a half miles a day; that this is pronouncedly a commercial age, that electricity has nearly supplanted steam; that one man with machinery in one day can now do what it required ten men formerly more than a month to accomplish; that news, good and bad, is passed around the world in the twinkling of an eye; that time and space have practically been annihilated; and that precedents have not time to be established. Mental and moral growth in man is much the same as a thousand years ago, but his environment, the things that influence this growth, are constantly changing, and our educational forces deserve great credit in taking note and keeping up with the material procession of life as nearly as they do. No class of people excel teachers in decency of living. No class, except it be the clergy, is so actively and earnestly devoted to and striving for things of the higher, nobler life. Everything concerned with the regulation and management of public school affairs has its foundation in good morals, and they are carried on with just as much religious spirit as the common interests of all religions will sanction or permit.

Teachers of Southern California, I felicitate you upon your chosen field of educational work. Your environment is as near the ideal as can be found in our glorious State. The youth that you would train and mold into ideal citizens come from refined and cultured homes. The natural conditions here are themselves inspirational. The teacher's aims and efforts should here reach the high water-mark of success. Commodious buildings and other adequate school equipment on every hand show that an appreciative people are back of you. Your work in Southern California is felt and is a welcome and an example to other parts of the State. May it be the portion of every one of you in the final accounting to receive from the Supreme School Master the highest and greatest of all awards: "Well done, thou good and faithful servant."

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

E. M. COX
President of the Council and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

The course in history was adjusted to the needs of one county in the following manner: The instructor was first chosen. The change in the spirit of work, as outlined by the manual, the quality of results, the varying conditions and needs were discussed. Two topics were then chosen and references assigned. These were to be worked up by all teachers, and it was the intention that they would serve as samples of topical work as the course of study anticipated that some work should be done topically. This outline of work was sent out at least eight months before the institute convened.

To the Teachers of ——— County:———

The reading course has been outlined with a definite end in view. The two subjects in the course of study in which there has been the greatest change, history and geography, require a tremendous re-adjustment on the part of the teacher. The change makes it necessary to secure new viewpoints, and to adjust knowledge to definite underlying principles. Part of the reading course in pedagogy and all of the history has been outlined to strengthen the attack upon these two subjects.

The work assigned to the teachers is to a very great extent an expression of actual work in the school room, an effort toward more efficient work, an expression of standards set by teachers and their attempts at realization. Time will be taken for questioning on those parts of the reading course that suggest vital school questions to the solution of which every teacher should bring an enlarging intelligence. We cannot hope to make teaching perfect, but we can and should hope that each year shall bring a more vigorous

and intelligent grasp of school problems that will make each year's work better and richer.

HISTORY.

Instructor in Charge, Prof. C. A. Duniway, Stanford University.

The one leading purpose of history is to interpret and value the present, to estimate properly the ideas and forces which are now at work about us. The world is concerned in the mammoth social needs of the people, and these ideas and relations should be intensified in teaching history. Our great leaders have been men who were pronounced exponents of the better popular will and tendencies, and in so far as the individual hastens or obstructs the social betterment, he is important, and the hero of history should live as vividly before the mind of the pupil as the hero of a tale. Through this sort of teaching pupils will be made more sensitive to the true honor and dignity of our country. It will make a pure, liberal patriotism, clarified, intelligent, fair-minded. By tracing the progressive steps in the evolution of commerce, modes of travel, and political and social institutions, we see that they are the natural and necessary outgrowths of the desires and tendencies of the people. In this way we get some true notion of their bearing upon our present life—that our present institutions have in them the vitality of the thought and needs of the time—that they are the evolutionary product of a whole series of historical influences. This conception brings the teaching of history to a plain change of base. It cannot be studied in a dry, matter-of-fact, formal way, but to trace the origin and growth of ideas and institutions is not only educative, but interesting.

The topics to be treated are:

(*a*) American colonial history as an aspect of European history.

Text-books—State series—Thwaites: The colonies. Channing: Students' history of the United States. Sloane: The French war and the Revolution.

Fuller accounts—Fiske: Discovery, Old Virginia, New England, Middle States. Eggleston: Beginners of a nation.

Sources—Hart: Source book. Hart: Source readers. Hart: History as told by contemporaries. Old south leaflets.

(*b*) The institutional life of the British American colonies.

Text-books—Same as for above topic.

Fuller accounts—Fiske and Eggleston as cited for the above topic. Eggleston: Transit of civilization. Elson: Sidelights on American history.

Sources—Hart as cited above. Old south leaflets. Caldwell: Studies in American history.

The reference cited under the above topics have been chosen with reference to their usfulness in teaching grammar school history. The texts and sources are those that teachers should have their classes use; the fuller accounts are more for the teacher's own preparation.

It is expected that teachers will prepare and use these topics when teaching the colonial period, and that they will be made types for other topics. Questions will arise with regard to the advantages and disadvantages of topical work, its value as compared with the text-book method, the relation which the teacher's aim bears to the results of teaching. These and many questions will make excellent points for discussion. McMurry: Method of Teaching History, one of the books cited in the course of study for teachers' reference, will be found helpful in determining what to teach and how to present work in different grades.

* * *

Honor Conferred on Superintendent Kirk

Becomes President of the School Administration of National Association.

State Superintendent of Public Instruction Kirk has been appointed President of the Department of School Administration of the National Educational Association.

This was an altogether unexpected honor of which he was not notified until yesterday. The appointment was made by the President and the Executive Committee of the Association, and was due to a vacancy that has occurred. He has been invited to meet the President and other heads of the Department in the Chicago Auditorium on December 29th and 30th, but this request he cannot comply with, as he has other engagements that cannot be broken. Superintendent Kirk will, however, attend the National Convention of Superintendents, to be held in Louisville, Ky., in February.

The secretary of the department of which Mr. Kirk has just been chosen President is William George Bruce, the editor of the *American School Board Journal of Milwaukee*. He has held the position of secretary of the department for over ten years.

Official Department

STATE BOARD OF EDUCATION

GEORGE C. PARDEE, *President of the Board*.....Governor, Sacramento
MORRIS ELMER DAILEY.....President State Normal School, San Jose
J. F. MILLSPAUGH.....President State Normal School, Los Angeles
C. C. VAN LIEW.....President State Normal School, Chico
BENJAMIN IDE WHEELER.....President University of California, Berkeley
ELMER E. BROWN.....Prof. of Theory and Practice of Education, University of Cal.
SAMUEL T. BLACK.....President State Normal School, San Diego
FREDERIC L. BURK.....President State Normal School, San Francisco
THOMAS J. KIRK, *Sec. of Board*.....Superintendent Public Instruction, Sacramento

State Board of Education Meeting

SAN FRANCISCO, CAL., December 4, 1905.

A meeting of the State Board of Education, pursuant to the call of the secretary, was held this day at the Palace Hotel, San Francisco.

The meeting was called to order at 10 o'clock A. M., President Black of the State Normal School at San Diego presiding in the absence of Governor Pardee.

Roll call showed the following named members to be in attendance: Morris E. Dailey, President State Normal School, San Jose; J. F. Millspaugh, President State Normal School, Los Angeles; C. C. Van Liew, President State Normal School, Chico; Samuel T. Black, President State Normal School, San Diego; Frederic L. Burk, President State Normal School, San Francisco; Dr. F. B. Dresslar, Professor of Pedagogy, University of California; Thomas J. Kirk, Superintendent of Public Instruction and ex-officio Secretary State Board of Education.

The following members were absent: Governor George C. Pardee, President of the Board; Benjamin Ide Wheeler, President of the University of California.

In addition to the members of the Board present, the following members of the committee from the Faculty of the University of California were present to meet the members of the State Board of Education in conference to the powers and duties of the State Board regarding high school certificates: Irving Stringham, Wm. Carey Jones, E. C. Moore, and A. F. Lange, and later, L. J. Richardson.

During the reading of the minutes of the last meeting of the Board it was moved and carried to defer the meeting of the Board

until after the conference had been held. At 10:30 A. M. the Board, therefore, took a recess, subject to the call of the chair.

At 4 o'clock the chairman called the members of the Board together, the conference having completed its labors and adjourned. On roll call the same members were found to be in attendance that were present at the morning session, and also President Wheeler of the State University.

The reading of the minutes was continued, and on motion the same were duly approved.

The secretary read the list of applications received for Special High School Credentials since the last meeting of the State Board, and on motion the applications were formally referred to the Committee on High School Credentials.

The secretary also read a communication from the Faculty of Stanford University in reference to high school certificates. On motion the same was ordered on file.

Pres. Van Liew, the committee of one appointed at the last meeting of the Board to prepare a revision of present rules for high school certification to serve as a basis of discussion at the conference, stated that pursuant to said motion he had prepared a report which, together with a report submitted by the University Committee, had been considered at the conference, and that a report of the action taken at the conference would be submitted the next morning.

On motion of Pres. Millspaugh, the Board decided to make such report a special matter to be considered at 10 o'clock, December 5th.

Pres. Van Liew, for the Committee on Examination for Special High School Credentials, submitted the following report, which was on motion adopted:

Your committee, appointed at the last meeting of this Board to formulate final details for the first examination of applicants for Special High School Credentials to be held under the present laws, submits the following report, which seems to them to comprehend all that is needed in addition to the rules for examination previously passed by this Board:

1. That the examination be fixed for the week beginning on the second Monday in March, 1906.

2. That due public notice be given at once, and from time to time until the first Monday in March, 1906, of the pending examination, in the *Western Journal of Education,* and in other suitable periodicals.

3. That such public notice contain the following statement: "All applicants for examination must register with the State Superintendent of Public Instruction not later than the first Monday in

March, 1906, state where they propose to take the examination, whether Chico, Berkeley, or Los Angeles, and to deposit a fee of five dollars.

4. That the State Board of Education appoint at once two expert examiners for each of the several groups provided for by the rules.

5. That each member of the State Board be requested to prepare, or have prepared, sets of questions in each subdivision of each group of subjects fixed upon by our rules for examination, and to submit the same at the Board meeting to be held just prior to the first Monday in March, 1906.

(Signed) C. C. Van Liew,
J. F. Millspaugh,
F. B. Dresslar,
Committee.

Pres. Burk moved that a committee of three be appointed to nominate the expert examiners called for by the foregoing report. The motion carried and the chairman appointed the members of the committee on Plan of Education, such committee to report the following day.

The report of the State Text-Book Committee was read by Secretary Robert Furlong of that committee.

Supt. Kirk then offered the following resolutions:

Resolved, That the report of the State Text-Book Committee be approved and adopted and spread upon the minutes of this Board;

That the action of the Text-Book Committee, in adopting the text-matter contained in Books One and Two of Steps in English, by Morrow, McLean and Blaisdell, and published by the American Book Company, as the basis of texts in Language Lessons and Grammar of the State series of school text-books be approved, ratified and confirmed;

That the action of the State Text-Book Committee in entering into a contract with the American Book Company for the use of the text-matter contained in Steps in English, Books One and Two, upon a royalty basis of eight cents per copy for Book One and twelve cents per copy for Book Two, as will more fully appear by reference to said contract, is hereby approved, ratified and confirmed.

On roll call the resolutions were adopted by the following vote: Ayes: Dailey, Millspaugh, Van Liew, Burk, Wheeler, Dresslar, Kirk, and Black, 8; Noes, none.

Supt. Kirk also offered the following resolution, which, on roll call, was adopted by the same vote:

Resolved, That the action of the State Text-Book Committee in publishing "First Book in Arithmetic" be approved, ratified and confirmed; that said book be approved, accepted and adopted by the State Board of Education as a book of the State series for use in the Primary Grades of the Public Schools; that the cost price of such book be fixed at twenty-eight cents in Sacramento, the same being twenty-one cents for printing, binding, publishing, etc., and seven cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by this Board; and that the price of such book by retail dealers to pupils and by mail from Sacramento be fixed at thirty-five cents per copy, which is the cost of the book plus the postage.

The Board then adjourned to 10 o'clock A. M.,December 5, 1905.

TUESDAY, DECEMBER 5TH.

The Board convened at 10 o'clock A. M., with all members present except Governor Pardee and President Wheeler of the University.

It being the time fixed for the consideration of the conference report, the same was read by Pres. Van Liew. It is as follows:

GENTLEMEN:—

Your Committee on the Revision of Rules and Regulations for the granting of high school certificates begs leave to submit the following report:

In pursuance of a resolution adopted by this Board at the meeting held on August 5, 1905, a conference was held between the State Board of Education and a committee from the Faculty of the University of California, in this city on December 4, 1905, for the purpose of formulating rules and regulations within the powers and duties of the State Board of Education for the granting of high school certificates which would be clear and definite and that would be satisfactory to those who desire to have California maintain her high standard for secondary teachers.

At such conference the following statements or resolutions were adopted as expressing the views of the members in this question, and the same respectfully submitted for the consideration of this Board:

Four things are the evident intent of the law:

a. That a high grade of both academic and pedagogical efficiency be maintained, the State University being taken as the academic standard;

b. That the State Board of Education shall be the sole judge of the professional standards to be maintained, and of the equivalence of credentials to University of California standards;

c. That nothing in the standards set by the general regulations of the Board shall unjustly prevent the certification of fit individuals who cannot technically meet the requirements of such rules;

d. That no state institution, nor set of state institutions, as such, shall be permitted to control secondary certification. The aim is squarely the efficiency of the secondary teaching service. The responsible judge and authority is the State Board of Education.

If the above (a to d) are the intent of the law, they constitute the test to apply to the rules enacted by this Board.

Ample provision should be made so that anyone who may desire to do so may have the fullest opportunity to prove his fitness to receive the high school certificate, but the standard of professional competency should be high and approximately the same for all.

Compliance with this standard of professional competency should be determined in three ways:

1. The candidate should have received the Bachelor's degree from a college requiring not less than eight years of high school and college training.

Furthermore, the candidate should submit satisfactory evidence that in addition to the courses required for the Bachelor's degree, he has successfully completed at least one year of graduate study in a University belonging to the American Association of Universities, which year of graduate study should include the equivalent of one half-year of advanced academic study (part of the time at least being devoted to one or more of the subjects taught in the high schools), and the equivalent of twelve hours per week for one half-year of professional work in courses specially designed for teachers, at least one-third of which should consist of actual teaching in a well-equipped training school of secondary grade (directed by the Department of Education of any one of the Universities of the Association); provided, that a portion of the theoretical study of education hereby required may at the discretion of the University recommending the candidate, be done in the undergraduate status; provided, further, that until July 1, 1908, practice teaching (together with accompanying conferences) in a school of grammar

grade in connection with a California State Normal School, as evidenced by a certificate of proficiency, may be accepted as an equivalent of such actual teaching in a well-equipped training school of secondary grade directed by the Department of Education of the University issuing such credentials. In case the candidate has received his postgraduate preparation in two institutions, each institution should issue to such candidate credentials to cover the work, both academic and professional, performed under its direction.

2. Candidates who have received the Bachelor's degree from a college requiring an equivalent of not less than eight years of high school and college training and present satisfactory evidence that they have been graduated from a California State Normal School, or some other Normal School accredited by the State Board of Education, and have had accompanying training school experience, or that they have successfully completed in a University belonging to the American Association the equivalent of at least one half-year of graduate academic study (a part of the time at least being devoted to one or more of the subjects taught in the high school), in lieu of further professional training, should be permitted to submit evidence showing that they have taught with decided success, as regular teacher, or as principal, at least twenty months, in any reputable school, elementary or secondary, and receive the high school certificate.

3. The Special High School Credential should also be issued upon examination, held by the State Board of Education.

Grammar school credentials should no longer be issued by Universities which do not provide thorough professional training for grammar school teachers. Students in Universities or colleges who plan to become candidates for such credentials should be urged to seek their professional training in a State Normal School, after having received the Junior Certificate or the Bachelor's degree, as they may elect.

Your committee begs to urge upon the State Board of Education the necessity for issuing temporary credentials valid for not more than two years, during which period the candidate shall be on trial, permanent credentials then to be issued only to such teachers as have done successful work.

The minimum amount of pedagogy which Section 1521, Sub. 2 (a), directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction, said courses to be equivalent to not less than twelve hours per

week for one half-year; provided, that at least one-third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who for a period of not less than two years have taught the subjects in which they supervise.

The State Board of Education is not authorized by Section 1521 to specify institutions in which prescribed pedagogy may be taken, but as standards of equivalents, the certificate from any institution belonging to the Association of American Universities, or from any California State Normal School, or their recognized equivalents, may be accepted, provided that the recommendation of applicants by faculties of institutions in which the pedagogical courses are pursued, attests that the requirements above stated have been fulfilled.

(Signed) C. C. Van Liew,
Committee.

On motion the report was accepted and placed on file.

Pres. Wheeler arrived at this point and took his seat in the meeting.

Pres. Burk moved the adoption of that part of the report which gives the minimum amount of pedagogy required. On roll call the same was adopted by the votes of all members present.

Pres. Van Liew moved that the four statements or governing principles mentioned in the report be adopted as representing the views of the State Board of Education on high school certification. The motion was unanimously adopted.

After a general discussion of the report, Pres. Burk moved that Messrs. Millspaugh, Van Liew and Wheeler be appointed a committee to formulate rules in accordance with the recommendations of the conference. The motion carried. The committee was directed to report at its convenience, and the members were then excused from the Board meeting.

The report of the Committee on California Life Diplomas and Documents was read by Mr. Dailey, and on motion adopted.

Following is a list of the documents and diplomas as granted:

UNIVERSITY DOCUMENTS.

Nellie B. Bryant, Alameda; Margaret E. Doherty, Tulare; Elizabeth Adelaide Herrman, Tehama; Gertrude M. Jewett, Alameda; May Belle Johnson, Yolo; Edith Mabel Kendall, Los Angeles; Ethel C. McLellan (Stanford), San Francisco; J. O. Osborn, Alameda; Annie K. Schroeder,

Stanislaus; Gertrude Almira Smith, Los Angeles; Molly Stark (Stanford), Alameda; Sharlie J. Ward, Siskiyou; Katharine Wolfenden, Tulare.

NORMAL DOCUMENTS.

Ida S. Bading, San Jose; Alice K. Baker, San Jose; Vida H. Berry, Los Angeles; Eleanor Bradford, San Jose; Marcie M. Burchard, San Jose; Agnes M. Burke, Los Angeles; Pearl Cannell, San Francisco; Hadassah Cleek, Chico; Frederica Christiansen, Los Angeles; Sarah E. Conroy, San Jose; Carrie L. Davis, Chico; Mary B. Duff, San Jose; Frances E. Eby, San Jose; Stella A. Eby, San Jose; Kathleen F. Eggleston, Chico; May S. Eggleston, Chico; Blanche H. Fry, San Jose; Lauretta E. Grayson, San Jose; Bessie Ella Hattery, Los Angeles; Dorothy Hufschmidt, San Jose; Alice D. Higley, Los Angeles; Alice E. Jobson, San Francisco; Leda Fay Kellogg, Los Angeles; Leoline C. Ladd, San Jose; Esther T. Lawler, San Jose; Faye A. Lightbody, San Jose; Alethea H. Lowrey, San Jose; Helen A. McCallum, Los Angeles; M. Sophie McDonald, San Jose; Edna L. Moores, Los Angeles; Amy Neilson, Los Angeles; Selma I. Pfaffenberger, Los Angeles; Carrie Pfan, San Jose; Edith J. Phillips, Los Angeles; Katharine B. Powell, Los Angeles; Emma Swain Pruden, Los Angeles; Erna Purcell, San Jose; Nellie Randall, Los Angeles; Ella M. Redmond, Los Angeles; Sadie F. Reidy, Chico; Mrs. Lucina Richardson, San Jose; Helen H. Rosenthal, Los Angeles; Louise J. Satterlee, Los Angeles; Harriet Schofield, Chico; M. Ruth Sitton, San Jose; Mary Augusta Smith, San Jose; Gay Spencer, San Francisco; Mrs. Irene M. Stirnamann, San Jose; E. Lulu Stocchini, Chico; Maude M. Summers, San Jose; Maude S. Thomas, Chico; Carmelita Troconiz, Los Angeles; Esther C. Turner, Los Angeles; Bessie G. Williams, San Jose; Maude B. Wentworth, San Francisco; Rose Marie Zeile, San Francisco.

SPECIAL LIFE DIPLOMAS.

Katherine K. Barker (Sloyd and Domestic Science), Los Angeles; Nellie C. Burns (Stenography and Typewriting), Sacramento; Belle N. Hall (Drawing), Los Angeles; Caroline Mabel Hazard (Domestic Science), Los Angeles; M. L. Lawrence (Music), Santa Clara; Bertha Cordelia Prentiss (Sewing and Cooking), Los Angeles; Fred C. Weber (Commercial Law, Business Correspondence, Bookkeeping, Stenography, Typewriting, and Commercial Arithmetic), Los Angeles.

NEW ISSUE LIFE DIPLOMAS.

Fanny Moore (Original dated June 14, 1888), San Mateo; Carrie Louise Watson (Original dated Dec. 10, 1892), San Francisco.

HIGH SCHOOL LIFE DIPLOMAS.

Minnie A. Barkley, Sacramento; Josephine C. Beedy, Alameda; N. H. Bullock, Santa Clara; Blanche Beatrice Byxbee, Monterey; Mary E. Moore, Alameda; Jessie R. Climie, Los Angeles; Ethel Hunley Coldwell, Humboldt; Mabel H. Cory, Los Angeles; M. E. DeWitt, Tulare; B. H. Donnell, Los Angeles; Archibald Morris Fosdick, Los Angeles; Helen D. Geis, Orange; Mary W. George, Santa Clara; George M. Green, San Bernardino; Harriet M. Grover, Alameda; Helen Louise Harwood, Los Angeles; Louise J. Holling, Alameda; Lena May Macauley, Placer; Katherine A. Mosher, Los Angeles; Mary H. Post, Santa Clara; Walter E. Premo, Tulare; Charlotte S.

Smyth, Los Angeles; Eva M. Stone, Alameda; Fanny Cushing Stone, San Joaquin; Arthur N. Wheelock, Riverside; Lena C. Young, Sonoma.

GRAMMAR SCHOOL DIPLOMAS.

Hester Adamson, Tulare; Louise J. Amerman, Alameda; Grace Anderson, Los Angeles; Maud Anderson, Shasta; Mary S. Andrews, San Luis Obispo; Bessie B. Arnold, Los Angeles; Virginia L. Ashby, San Bernardino; Camille Allison, Santa Clara; Katherine Bailey, Los Angeles; Mrs. Jessie R. Baker, Napa; Martha E. Baker, Yolo; Kate Glendinning Baldwin, Siskiyou; May E. Barnett, Madera; Elizabeth F. Bartlett, San Francisco; Anna Bernhard, Tulare; Vida H. Berry, Los Angeles; Emma Louise Bessler, Stanislaus; Edith R. Boor, Ventura; Lottie Kehoe Bowden, Humboldt; Kate McIntyre Boyd, Riverside; Esther L. Breese, Amador; Lily E. Brichman, Stanislaus; Elena Broderick, Humboldt; Edyth L. Clawson Browberg, Solano; Nellie D. Buck, Santa Barbara; Clara M. Burgess, San Bernardino; Clara F. Boardman, Alameda; Mary E. Cameron, Alameda; Ida Ewing Carithers, Sonoma; Louise Carleton, Tulare; Ethel M. Carroll, Alameda; Bessie Cassidy, Navada; Mattie Green Cheney, Kern; Katharine Alberta Clark, Los Angeles; Gertrude E. Cooke, Napa; Sarah E. Conroy, Santa Clara; Ella Cothran, Santa Clara; Edward L. Cullen, Tehama; Margaret C. Cunningham, Madera; Kathryn M. Cutts, Yuba; Daisy S. Cozzens, Santa Clara; Bertha L. Davenport, Los Angeles; Mrs. Kate L. Davis, San Bernardino; Josephine DeBerry, Los Angeles; Winifred Kane Donovan, San Luis Obispo; Ethel Knowles Dornberger, Tulare; Kate J. Driscoll, Amador; Gussie Dull, Los Angeles; Edith V. Duncan, Sonoma; Lilian Ebert, Sacramento; Bessie Falk, Humboldt; Sophie H. Fauntle Roy, Santa Barbara; Emma Finley, Los Angeles; Ida Fisch, Los Angeles; Chestina L. Fish, Ventura; Helen A. Flanagan, Tehama; Mary C. Flanagan, Napa; Isabelle M. Fleischer, Los Angeles; Katherine L. Forst, Los Angeles; Louise Foundeen, Tehama; Blanche H. Fry, Alameda; Lena J. Gatlin, Amador; Harriet Gillespie, Los Angeles; Henrietta Glissman, Los Angeles; S. Belle Gorham, Kern; May Elleanor A. Gray, San Francisco; Anna J. Gregory, Yolo; Virgil H. Grimsley, Tulare; Kathryn Gruwell, Lake; Leonore Halberstadt, Los Angeles; Mrs. Alice Halley, Calaveras; Nellie Hamilton, Fresno; J. Walter Hanby, Inyo; Mrs. Mary B. Hardin, Fresno; Madge E. Harrison, Lake; Ida R. Hastings, Los Angeles; Annie Hayes, Alameda; Clara L. Heavey, Tehama; Amy A. Hefton, King; Gertrude W. Hibberd, Alameda; Mayme A. Hornberger, Amador; Philena A. Howe, Sonoma; Carmela M. Hughes, Placer; Minnie E. Hughes, Los Angeles; Margaret I. Hunt, Shasta; Eleanor Iva Hughson, Sacramento; A. May Jaqua, Sacramento; George A. Johnson, Yuba; Ed. A. Jones, Sacramento; Mrs. Nora Keithley, Modoc; Minnie Gregg Kilburn, Madera; E. Marion Kimmell, Riverside; Blanche King, Tehama; Mary E. Knowles, Kings; Edith L. Lane, Los Angeles; Emma D. Langman, Ventura; Nellie A. Langman, Ventura; D. Elleanor, Larson, Amador; Anna Lauer, Tehama; Clara E. Ledgerwood, Shasta, Malsie T. Livingston, Alameda; Martha Loewi, San Francisco; S. Betsey Lord, Humboldt; Pearl G. Ludwig, Shasta; Margaret T. Macken, Napa; Mary F. Maitland, Los Angeles; Mary H. Manning, Modoc; Elma Mary Mansfield, Stanislaus; Mrs. Gertrude W. Mantes, Fresno; W. A. McGinn, Kern; Ida McMillin, Santa Clara; Grace A. McNeil, Los Angeles; May Mendenhall, Tehama; Lillie J. Miller, Santa Clara; Jeanie Milne, Stanislaus; Maud Moore, Los Angeles; Edna L. Moores, Los Angeles; Grace E. Monk, Los Angeles; Elizabeth Nail, Los Angeles; Lizzie Nichols, Yuba; Margaret M. Noon, Alameda; Mary Adams Ogburn, Colusa; Tillie A. Papina, El Dorado; Clara Parsons, San Joaquin; Mrs. C. A. Perkins, Sacra-

mento; Francis M. Petty, Amador; Selma Pfaffenberger, Los Angeles; Mrs. E. Lonesa Metcalf Pollay, Fresno; N. Edna Potter, Calaveras; Alice Rose Power, San Francisco; Clara Hicks Quigley, Tehama; Mrs. Caroline E. Raker, Lassen; Ina W. Ramboz, Los Angeles; Grace K. Rathbun, Shasta; M. Agnes Reynolds, Humboldt; Mrs. Lucina Richardson, Marin; Adah Richmond, Los Angeles; Sabra A. Rickey, Amador; Mary E. Riley, Alameda; Wm. F. Ringnalda, San Francisco; Doretha Cathrin Salau, Merced; S. Etta Sandry, Kings; Lizabeth A. Schultz, Contra Costa; Geneva L. Shaw, Alameda; Kathryn Sheehy, Merced; Alice Skinner, Santa Barbara; Nellie Slingsby, Humboldt; Alice M. Smith, Shasta; Mrs. Daniel Stewart, Tulare; Lilian E. Talbert, Alameda; Annie Ellery Teague, Tulolumne; Agnes Thompson, Alameda; Mary Titherington, Sacramento; Gertrude Towne, Los Angeles; Stella Ralston Tracy, El Dorado; Adelia Wallop, Orange; Lottie Whitford, Tehama; Anne Whitley, San Francisco; Alice Whitesides, Santa Clara; Nina D. Willard, Glenn; A. May Wilson, Tuolumne; Dawn L. Winchester, Ventura; Erma E. Wood, San Joaquin; Rose Marie Zeile, Sacramento.

The report of the Committee on High School Credentials was read by Dr. Dresslar. On motion it was adopted. The report is as follows:

San Francisco, Cal., Dec. 4, 1905.

To the State Board of Education:

Gentlemen:—

Your Committee on High School Credentials beg leave to submit herewith the following report:

We recommend that Special High School Credentials be granted the following named applicants:

Mary Elizabeth Blue, Berkeley; Alice Evelyn Craig, Pasadena; Mary Haines Cromble, Stanford University; George M. Evans, Santa Ana; Theodore Whittier Garrison, Pomona; Uba Sine Hattery, Los Angeles, if a resident of the State; Florena Hayler, San Diego; Alice Hurlburt, San Mateo; Felicitas Mareck, Redding; Mabel Mead, Palo Alto; Beatrice Mary Murray, San Francisco; John Milton Reeder, Santa Ana; Mary Ellen Robinson, Berkeley; Mrs. Alice Parsons Marshall Schreiber, Pasadena; Hattie Blanche Welch, Bakersfield; Jackson Stitt Wilson, Berkeley; Lucy Youse, Palo Alto.

Supt. Kirk then read a letter from President Gates of Pomona College in reference to its being accredited by the State Board of Education. The communication was ordered on file, and no further action taken respecting it.

Dr. Dresslar read a number of communications from institutions that desired accrediting; the same were duly referred to the Committee on High School Credentials.

On motion of Pres. Dailey, it was voted to extend the time at which the rule of the Board requiring graduates of accredited Nor-

mal Schools to have had at least eighteen months' experience subsequent to graduation before they may be granted grammar school certificates in California, to July 1, 1906.

On motion a recess was taken at one o'clock to two o'clock P. M.

AFTERNOON SESSION.

The Board reconvened at 3 o'clock P. M. with the same members present as at the morning session.

The report of the committee appointed to formulate rules in accordance with the recommendations of the conference was read by Pres. Van Liew. The report is as follows:

1. High school certificates may be issued under the provisions of Section 1521, Sub. 2 (a), and Section 1775, 1 (a) of the Political Code of California, as follows:

To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree, they have successfully completed at least one year of graduate study in a University belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the Universities of the Association, as may be necessary to fulfill the pedagogical requirements prescribed by this Board.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and provided that until July 1, 1908, the practical teaching prescribed may have been pursued in schools of grammar grade.

3. The institution granting the Bachelor's Degree, the institution in which the post-graduate academic study is pursued, and the institution in which the pedagogical work is done, shall each certify to the high character of the work accomplished under its direction, and to the personal fitness of the candidate.

4. While having no power to legislate in the premises, the Board, in adopting the foregoing conification of its proposed procedure, does so in the understanding that the University of Cali-

fornia and the Leland Stanford Junior University will not recommend their graduates for grammar school certificates, except as those desiring such certificates shall have received their pedagogical training in connection with a Normal School.

(Signed) J. F. MILLSPAUGH,
C. C. VAN LIEW,
BENJ. IDE WHEELER.

Pres. Burk moved to amend Rule 1 by striking out all after the word "Association" in next to the last line, and adding the following: "or in an institution conforming to the pedagogical requirements prescribed by this Board, under the conditions named therein."

There being no second to the amendment, the same was not put to a vote.

On motion of Pres. Van Liew, Rule 1 as read was then adopted on roll call by the following vote:

Ayes: Dailey, Millspaugh, Van Liew, Wheeler, Dresslar, Kirk, and Black; 7; Noes, none, Burk not voting.

Pres. Van Liew then moved to adopt Rule 2 as read by him.

Pres. Dailey moved to amend so that the rule would read as follows:

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other Normal School officially recognized by this Board as of equivalent rank, or have taught with decided success as regular teachers, or as principals, at least twenty months in any reputable school, elementary or secondary; and provided that until July 1st, 1908, the practical teaching prescribed may have been pursued in schools of grammar or secondary grade in connection with a California State Normal School, or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency from the authorities thereof.

On roll call the rule as amended was adopted by the following vote:

Ayes: Dailey, Van Liew, Wheeler, Dresslar, Kirk, Black, 6; Noes, Burk, 1. Millspaugh absent.

On motion Rule 3 as read was adopted by the following vote:

Ayes: Dailey, Van Liew, Wheeler, Dresslar, Kirk, Black, 6; Noes, Burk, 1.

On motion of Pres. Van Liew Rule 4 was ordered spread upon the minutes.

On roll call, on motion of Pres. Dailey, it was ordered that the foregoing rules takes effect on August 1, 1906.

The Committee on Plan for Examination for Special High School Credentials reported the names of persons having been chosen by the committee to perform the duties of expert examiners, the names of such persons to be made public upon their acceptance of the service.

The report was adopted.

The recommendation of the State Text-Book Committee that a Special Committee of the Board be appointed to secure a series of articles recommendatory in character on the use of the new State School Text-Books, the same to be published in the *Western Journal of Education*, was considered and on motion a committee to attend to such matter was appointed, consisting of Messrs. Van Liew and Dailey.

There being no further business the Board adjourned at 4 P. M.

THOMAS J. KIRK,
Secretary.

* * *

Decision of the Supreme Court in Reference to Kindergartens

IN BANK

THE COUNTY OF LOS ANGELES,
Plaintiff.
v. L. A. No. 1837.
THOS. J. KIRK,
Superintendent of Public Instruction,
Defendant.

This is an application for a writ of mandate compelling the Superintendent of Public Instruction of the State, in making his apportionment of the State school fund to the various counties, to include and consider as a part of the average daily attendance of the schools of plaintiff, the attendance of children between the ages of four and five years who have been regularly admitted to the kindergarten classes established by the educational authorities of certain cities of plaintiff county.

It appears from the petition that defendant proposes to include the attendance on such classes of children between five and six years of age, but, in view of his conclusion as to the effect of certain provisions of our codes, has determined that children between the ages of four and five years should not be included. We do not deem it necessary to consider the argument relative to this position of the defendant, for we have con-

cluded that the point made by the Attorney General upon the argument, to the effect that, under our law, the attendance upon kindergarten classes cannot be considered as a part of the attendance for purposes of apportionment of the State school fund, is well made.

The rule laid down by the legislature for the guidance of the Superintendent of Public Instruction in the apportionment of the State school fund, is to be found in Sec. 1532 of the Political Code, as amended March 18, 1905. It is there declared as follows, viz: "It is the duty of the Superintendent of Public Instructions: * * Fourth. To apportion the State school fund; * * * * In apportioning said fund he shall apportion to every county and to every city and county two hundred fifty dollars $(250) for every teacher determined and assigned to it on school census by the City or City and County School Superintendent for the next preceding school year, as required * * * * *, and after thus apportioning two hundred fifty dollars on teacher or census basis, he shall apportion the balance of the State school fund to the several counties or cities and counties according to their average daily attendance as shown by the reports of the County or City and County School Superintendents for the next preceding school year."

The question presented, it will thus be seen, is as to the meaning of the words "average daily attendance" as used in this section. It is admitted that in view of the provision of Sec. 6 of Art. IX of our constitution, declaring that "the entire revenue derived from the State school fund and from the general State school tax shall be applied exclusively to the support of primary and grammar schools," the corresponding provisions of Secs. 1622 and 1861 Pol. Code, and the decision of this court in Stockton School District v. Wright, 134 Cal. 64, only the attendance upon the primary and grammar schools is included within the words "average daily attendance" as used in this section. It was clearly shown in the case cited, where a similar provision regarding apportionment of State school moneys was construed, that it could never have been intended to include attendance upon other schools, such as high schools or evening schools, for the maintenance of which no part of the State school money could, under the law, be used.

Plaintiff's case must, therefore, rest upon its claim that the kindergarten classes are, under the law, part and parcel of the primary schools of the State, that State school money may be apportioned to their maintenance, and that attendance thereon is attendance upon "primary schools," within the meaning of that term as used in the constitutional provision quoted above. This is, in fact, the claim upon which plaintiff rests its case.

The nature and object of kindergarten classes were quite fully discussed in the case of Sinnott v. Colombet, 107 Cal. 187. It was there shown that the term "kindergarten" was devised to apply to a system elaborated for the instruction of children of very tender years, which, by guiding their inclination to play into organized movement, and investing their

games with an ethical and educational value, teaches, besides physical exercises, habits of discipline, self-control, harmonious action and purposes, together with some definite lesson of fact.

It is apparent that the work contemplated by such a system is purely preliminary to and entirely different in character from the ordinary work of the common school, and is in fact designed to fit very young children, whose minds and bodies are, solely because of their tender age, not yet capable of the instruction contemplated in an ordinary school, for such school work.

It may be conceded that the work contemplated is of such a character that it might, to some extent, be included by the legislature in the general primary school system of the State, just as it may be conceded that the legislature may extend the general grammar school course so as to include some subjects that have hitherto been pursued only in the more advanced schools, such as high schools. But the statutory provisions upon the subject of the kindergarten make it clear that the legislature has not made the same a part of the "system of common schools, by which a free school shall be kept up and supported in each district at least six months in every year," which, by section 5 of Art. IX of the constitution, the legislature is required to provide, but, at most, has made it only a part of the "public school system" described in Sec. 6 of the same article, in the same way that high schools, evening schools, normal schools and technical schools established directly by the legislature, or by municipal or district authority, are parts of such public school system. The two constitutional provisions cited, taken together, contemplate, first, the establishment of a uniform system of "common schools," including solely the primary and grammar schools, which shall be applicable and mandatory in every school district of the State, as to which all local or special laws are expressly forbidden (Con. Sub. 27, Sec. 25, Art. IV.), and to the support of which the entire revenue derived from the State school fund and the general State school tax shall be exclusively applied, and, second, the establishment, either by the legislature or, by municipal or district authority, under statutes authorizing the same, of other schools, such as high and technical schools, which, however, can, in no degree, be supported from the State school fund, but must obtain their whole support from other sources. The intention of the framers of the constitution to devote the whole of the revenue of the State school fund and the general State school tax, exclusively to the support of the schools included in the first class mentioned above, viz: those which are known as "common schools," and which by the constitution are required to be maintained in every district of the State, is too clear to admit of question.

Coming to a consideration of the only existing statutory provisions relative to kindergarten schools, we find the following, viz: Sec. 1663 Pol. Code provides that "the public schools of California, other than those supported exclusively by the State, shall be classed as high schools, technical schools, and grammar and primary schools, (including kindergarten

classes), and no teacher shall be employed to teach in any school if the certificate held by the teacher is of a grade below that of the school of class to be taught; * * * provided * that nothing herein contained shall be construed as prohibiting the employment of any person holding a valid special certificate for kindergarten work heretofore granted * * *" as a teacher in any kindergarten class of a primary school * * ." Sec. 1662 Pol. Code provides that "Every school, unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age residing in the district. * * Provided that in cities and towns in which the kindergarten has been adopted or may hereafter be adopted as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years." Sec. 1617 Pol. Code provides that "The powers and duties of trustees of school districts, and of boards of education in cities, are as follows: Ninth. To exclude from schools children under six years of age, provided that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years."

These are the only provisions relative to the kindergarten that are to be found in our statutes. They show, at most, an intention on the part of the legislature to authorize the maintenance by any district, at its option, of kindergarten classes, for the doing of a special work preliminary to the beginning of what is generally designated as primary school work. The fact that it is entirely optional with any district to do or not to do this preliminary special work, is alone sufficient to exclude kindergarten classes from the uniform and mandatory system of common schools called for by section 5 of Art. IX of the constitution, and consequently, from the term "primary and grammar schools" as those words are used in section 6 of the same article, in relation to the use which may be made of the general State school funds, and relegate them to that portion of the "public school system" which includes schools constituted by municipal or district authority, and maintained from other sources. In view of this fact, the fact that the legislature may have declared that when the kindergarten is adopted by any district, it shall be a part of the public primary schools, is unavailing, so far as the question under consideration is concerned. Such a declaration might make it a part of the public school system, maintainable from other sources than the State fund, but could not operate to bring it within the uniform and mandatory system of common schools applicable in every district, and to the support of which the general State funds must be exclusively applied, any more than could a declaration in regard to a technical or high school established by a district, to the effect that the same, if established, shall be a part of the public grammar schools, make such school a part of such system.

It must be borne in mind that we are not in any way questioning the power of the legislature to add to or take from the course of study to be pursued in the "common schools" of the State, but are simply discussing

the status of a system useful only for the training of children who have not attained the ordinary school age, which it is left optional with a district to adopt or not to adopt, in its relation to the "common schools" of the State, to which alone any portion of the general State fund may be devoted, and our conclusion is that it is no more a part of such common schools than is the high or technical school.

Under these circumstances, the case of Stockton School Dist. v. Wright, supra, is conclusive against plaintiff's claim.

We have no disposition to question the correctness of the decision in Sinnott v. Colombet, supra. That case involved the question as to the right of a teacher holding a special certificate for kindergarten work, to be paid for her services in teaching kindergarten classes from the "Grammar and Primary School Fund" of the city of San Jose, which fund consisted of money levied and collected by said city for school purposes within its limits other than for the maintenance of high schools. The kindergarten system had been adopted by the City Board of Education as a special study to be taught in the public schools of said city. There was no question in that case as to whether the kindergarten so adopted had become a part of the "common school system" of the State, for the support of which general State school money could be used, and that question was in no way discussed. The decision, in effect, goes simply this far, that when a city has adopted this special system, the kindergarten becomes a part of the primary schools of such city, to the extent that it may legally be maintained at the expense of the city, just as a high or technical school may be so maintained, and does not compel a conclusion that the adoption by a district of this special system makes it a part of the "common schools" of the State, or a part of the "primary schools" of the State within the meaning of those words as used in the constitution. To construe the decision as warranting any such conclusion, would, in our judgment, make it clearly opposed to the plain intent of the constitution.

We are inclined to the opinion that the language of Sec. 6 of Art. IX. of the constitution is broad enough to authorize provision by the legislature for the establishment by districts, at their option, of kindergarten schools, as a part of the public school system of the State, supported from other sources than general State school money. At any rate, there is therein no express prohibition of any such provision, and the case of Sinnott v. Colombet, supra, is authority for the proposition that this may be done.

The conclusion we have reached probably avoids all constitutional objections that may be successfully made to the legislation relative to the kindergarten. Construed in this way, such legislation does not conflict with the requirements of the constitution for a uniform system of common schools in every district of the State, for which alone the general State school money shall be used. This construction, we think, also overcomes the objection that if the kindergarten law is applicable only to "cities and towns," it is violative of other provisions of the constitution

relative to local or special laws. Regardng the kindergartens as a special mode of education, to be adopted and maintained at their own expense by such communities as desire them, there appear to be natural and intrinsic reasons which would warrant legislation making provision for their establishment in cities and towns, for we cannot conceive that there could be any demand for, or any possibility of the successful practical working of, such a system, outside of the centers of population, such as cities and towns, where there are a sufficient number of children of kindergarten age, near enough to the school, to avail themselves of the privileges thereof.

The alternative writ of mandate heretofore issued is discharged, and the application for a peremptory writ is denied.

ANGELLOTTI, J.

We concur:

McFarland, J.
Van Dyke, J.
Henshaw, J.
Loringer, J.
Beatty, C. J.

(Justice Shaw, deeming himself disqualified, does not participate in the foregoing.)

December 27, 1905.

* * *

Western School News

MEETINGS

National Educational Association, San Francisco, July, 1906. Dr. Nathan C. Schaeffer, President. The executive officers of the General Committee are: Chairman, Rufus P. Jennings, secretary of the California Promotion Committee; Treasurer, Andrea Sharboro; Secretary, Dr. Percival Dolman, principal of Hamilton School.

The headquarters of the Local General Committee of the N. E. A. in San Francisco is No. 25 New Montgomery Street. All correspondence should be addressed to the Chairman of the General Committee, Rufus P. Jennings.

Southern California Teachers' Association, December 19, 20, 21. Mark Keppel, Los Angeles, President.

California Teachers' Association. Dr. C. C. Van Liew, Chico, President, Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary. Place of meeting, Fresno, Dec. 26, 27, 28, 29.

NOTES

Many of the ideas presented at the Berkeley meeting by Dr. A. C. True, Director of the U. S. Department of Agriculture Experiment Stations, are to be found in Circular No. 60 of that department on The Teaching of Agriculture in the Rural Common Schools. Send for it; it is interesting.

To those who found special interest in Dr. L. D. Harvey's work at the Berkeley meeting is recommended his committee report on Industrial Edu-

cation. just issued by the N. E. A. It is a small pamphlet. published separately from the N. E. A. proceedings and is good authority.

The opening day of the San Francisco institute, Tuesday, December 26th, was notable on account of the address of the retiring Superintendent, W. H. Langdon, the address of Mayor Schmitz closing with the appointment of A. Roncovieri, and Roncovieri's address outlining to a certain extent his policy. Langdon, Roncovieri, and Mayor Schmitz were received with great applause. and the teachers showed stress of appreciation as the speakers commended the work of the public schools of San Francisco.

Mrs. M. M. FitzGerald has in contemplation the organization of a social club composed of women actively engaged in teaching.

The Schoolmasters' Club held a banquet December 29th at the Occidental Hotel, the after dinner speeches on the "Aftermath of the Berkeley Meeting" were of special merit.

The Board of Trustees of Santa Rosa has raised the salaries of the teachers of that city.

Dr. John J. Gallagher has been appointed vice-principal of the Lowell High School. Dr. Gallagher is one of the most scholarly men in the profession and his promotion is well deserved.

Mrs. F. M. Smith gave $50,000 to endow a Chair of Domestic Science in Mills College just a few weeks before her death which occurred on December 30th, 1905.

Morris James of the Berkeley High School has decided to open a restaurant for the benefit of the high school pupils.

The Board of Education of Fresno city have advertised for bids for a model parental school.

The city of Los Angeles, in fact the whole State, has reason to be proud of the Polytechnic High School of Los Angeles. Supt. James A. Foshay, and all those who have had anything to do in creating so magnificent a school building are to be congratulated on the results. The building is a creation.

Mayor E. E. Schmitz has appointed A. Roncovieri Superintendent of Schools of San Francisco, vice W. H. Langdon resigned.

The Faculty of State Normal School of San Jose and prominent citizens of California gave a farewell reception to Prof. Volney Rattan. Gov. Pardee, Presidents Wheeler and Jordan, Senator Perkins, John Swett, and others sent letters of appreciation.

* * *

THE SOUTHERN CALIFORNIA TEACHERS' ASSOCIATION.

The teachers of Los Angeles county and the city of Los Angeles and from other counties of Southern California contributed to making the

Southern California Teachers' Association a notable meeting. President J. D. Graham arranged a program that was complete in all of its details. The speakers from the East were Dr. A. E. Winship, Hon. L. D. Harvey, and Dr. Bigelow.

There were a number of speakers from the State Normal Schools and the Universities of the State. The program as printed in the December issue of this journal was carried out. Mark Keppel, County Superintendent of Los Angeles was elected president for the next year. First Vice-President, H. A. Adrian; Second Vice-President, Inez Hancock of Riverside; Recording Secretary, H. H. Couchman; Financial Secretary, Will Angier of San Diego; Transportation Secretary, Charles E. Taylor of Orange; Treasurer, T. J. Phillips, Los Angeles. J. D. Graham, the retiring president, was presented with a beautiful chair.

* * *

A NEW CONSTITUTION FOR THE CALIFORNIA TEACHERS' ASSOCIATION.

There will be brought to the intimate attention of the California Teachers' Association, the coming year, the question of the revision of its constitution to meet the larger issues which this association is facing, and to give its work greater scope and effectiveness. President Barr, whose labors have just been brought to a close at Berkeley, appointed a representative committee on revision to bring the matter before the recent meeting. The committee found it impossible to report, owing to lack of time for the work, and because it felt that action at that meeting would, perforce, be hasty, lacking adequate general discussion and support. President Barr continued the committee, which is now to report at the next meeting.

Important issues are in the hands of this committee, which should be brought to the general attention of the teachers of the State. Among them are the following: First, the proposal to incorporate. By this means the Association ranks itself among worthy business organizations of the State; may acquire and administer, by gift or purchase, real or personal property; could, e. g., purchase a lot and issue bonds for the erection of a State Association Building; could maintain for a number of useful purposes permanent headquarters, and in general increase its effectiveness in all business transactions. The success of many of these matters would, of course, be largely a matter of support on the part of the loyal teachers of the State.

Second: It is further proposed to hire and maintain a paid manager. Such a manager, it is thought, would further facilitate the labors of the Association, and reap returns to more than meet his own salary. His labors, furthermore, would secure continuity in the work of the State Association, just as do the labors of Sec. Shepard of the N. E. A. for

that body, and removes from each incoming President a deal of routine work.

Third: Under the provisions of propositions one and two, just cited, the maintenance of a large, permanent membership would be involved. Ways and means to this end would have to be devised. Such a membership would have a professional, social, not to mention business worth, that might become a great power for good.

Fourth: The question is raised for the committee, what shall be the basis for the establishment of departments in the Association, and what shall be their relations to the Association as a whole? It is thought that fundamental interests should be permanently transient interests temporarily reflected in departments.

Fifth: The idea seems to obtain that such an organization may claim a position for the profession hitherto unattained in the State. It is thought that it could with unselfishness, dignity and effectiveness, for example, the better get a hearing in the legislature when vital interests touching school legislation were at stake. In a word, such an organization, devoted to all good things of the profession, would present the strength of unity as never before.

But it must not be forgotten that radical constitutional changes or innovations may not be undertaken without the knowledge and consent of the State's great body of teachers. These proposals must be thought over and discussed by all seriously. As liberal opportunity as possible must be given all for the expression of opinion. In this way alone the committee proposes to accomplish its work. In this way alone can it succeed. It invites free discussion and free expression of opinion of the prospectus it is authorized soon to send out.

C. C. V. L.,
For the Committee.

* * *

NOTICE

About January 12, 1906, we shall REMOVE to our new home—717 Market St., Educational Building, just above the Call Annex—where a cordial welcome will await you at all times.

GINN AND COMPANY

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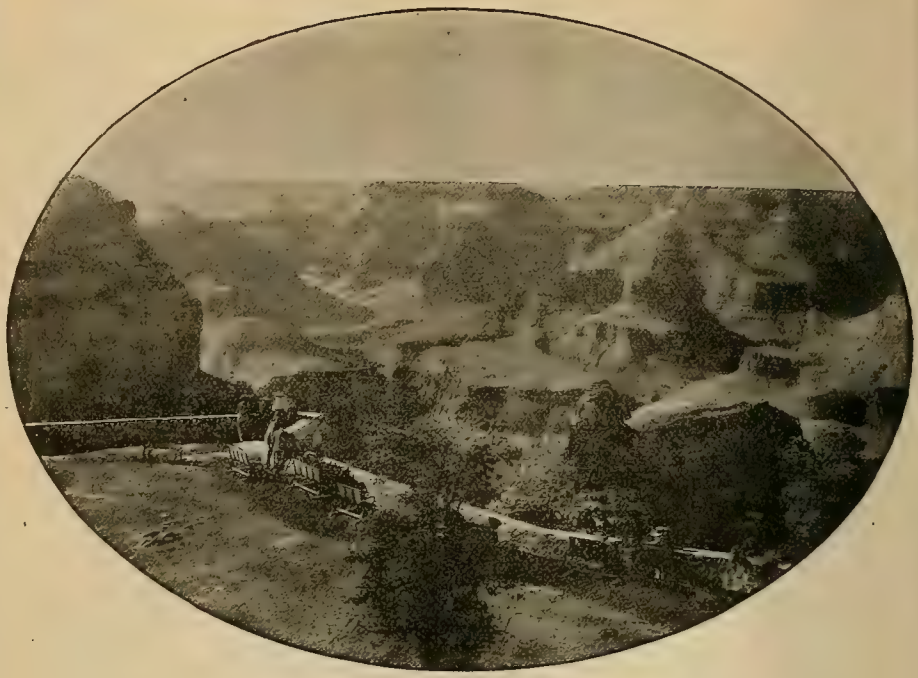

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The Western Journal of Education

February, 1906

CONTENTS

PAGE

EDITORIAL - - - - - - - 71

What the Berkeley Meeting Did—Education in Mexico—The Better Teaching of Olden Days—Two New Journals—Here is Your America—School Articulation.

THE FREEDOM OF THE TEACHER. *Charles B. Gilbert* 80

AGRICULTURAL EDUCATION - - - - - 91

Germany—France—Italy—Austria Hungary—Hungary—Switzerland—Denmark—Sweden—Belgium—England—Ireland—Canada—United States.

LIVING LANGUAGES TAUGHT IN A LIVING WAY. *Howard Swan* - - - - - - - 102

BOOKS AND MAGAZINES - - - - - - - 107

For Washington's Birthday—An Objection Answered—Census Bulletin No. 26. Illiteracy in the United States—One More Disbeliever in the Mental Discipline Theory of Education—A President's Message to the Boys and Girls—The Purpose of the School—We Need for Experience in Teachers—A Suggestion Concerning English—Uniform Examinations. —Notes.

OFFICIAL DEPARTMENT. *Thomas. J. Kirk, Superintendent of Public Instruction* - - - - - - 118

Apportionment of State School Fund.

WESTERN SCHOOL NEWS - - - - - - - 123

Notes—Applicants for Advanced Certificates—National Educational Association—Resolutions Passed to Increase the Available Supply of Teachers—Summer School Announcement.

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The Western Journal of Education

FEBRUARY, 1906

EDITORIAL

The Berkeley Meeting has come and gone, but many a day must go by ere it will pass out of the thoughts and conversation of men. Coming up on "The Owl" the other night I asked a race track gambler what had happened in San Francisco during the last month. He replied that the only event of importance that he recalled was the great teachers' gathering at the University of California. This meeting has accomplished several things of importance. It has made the people of California aware of the existence and extent of the teaching forces in the State. It has made their work seem real and gigantic in their eyes. In this way it has created public opinion favorable to schools and teachers. In the next place the meeting has organized the teachers of California. More of them have joined the State Association than belong to it in any other state. They have found out that the Association is worth while, that they get more than they give, and that the interests of their calling require them to belong to it. They must be kept in that state of mind. They must not be allowed to forget the claims of the Association upon them. Their names must not be lost from its roll. I sometimes think that there is no other country in the world in which the different parts of the educational understanding are so loosely connected, so indifferent to each other, not to say antagonistic as in the United States of America. Look at the breach between the high schools and the elementary schools, and then look at the breach between the high schools and the universities, and then look at the greater breach of positive indifference between the universities and the elementary schools. Is education a common undertaking throughout? There are not many men who regard it as a whole and are equally inter-

What the Berkeley Meeting Did

ested in the welfare of each of its parts. There is little common feeling. The people who work at the different parts of the undertaking stand aloof from each other. Your college teacher wants to be a college teacher, not a high school teacher. Your high school teacher wants to be a high school teacher, not an elementary teacher. The system is one of fixed educational castes which do not obtain to the same degree in any other country. Men pass back and forth between the different kinds of schools in Germany and France. There is an educational sentiment there which embraces all grades of instruction. There should be such a sentiment here. The Berkeley Meeting did more to unify the parts into a whole, it did more to enlarge and liberalize the educational interests of those who took part in it, and to make them acquainted with and bring them to a realizing sense of each others work than any other educational event which has happened in the State. It ruled educational snobbery out of court. It was good for the University and good for the schools.

* * *

Education in Mexico

We sat in the palace of Chapultepec with the beautiful city overshadowed by its incomparable mountains, in the distance, listening with something like worshipful attention to the story of Mexico which the great President of the Republic told us. Ours was an uncommon privilege —to hear the account of a great nation from the man who made it great. "Education is our foremost interest," he said. "We regard it as the foundation of our prosperity and the basis of our very existence. For this reason we are doing all that we can to strengthen its activity and increase its power. I have created a public school for boys and another for girls in every community in the Republic. Education is so much a national interest with us that we have established a Ministry of Public Instruction to watch over it. We have learned from Japan, what we indeed knew before, but did not realize quite clearly, that education is the one thing needful to a people; if they but possess it, all other distinctions are added unto them." It was such convictions as these that made Alfred the wisest, greatest, and the best of English kings. Such sentiments as these made Charles the greatest of the rulers of the Franks. Indeed, it is not unfair to say

that the real greatness of any ruler or leader of men may be measured by his activity in working for the spread of knowledge among the people who are under his care. Measured by this standard, President Diaz belongs with the greatest of nation-makers. Education has been for many years the subject of the most serious consideration on the part of his Government. It has not been easy to give it the place and power which it now has there. It is a fact, not commonly known in the United States, that of the 13,605,819 people who composed the population of Mexico in 1900 only 19 per cent. are of pure or nearly pure white stock, while 38 per cent. are pure blooded Indians, and 43 per cent. are mixed. Conservative ideas prevailed in the land so long that it was hard to overcome them. But, thanks to Mexico's great President, and to the very able company of men whom he has assembled about him to administer the affairs of the nation, liberal and progressive ideas prevail and education is now firmly established and a uniform system obtains throughout the entire country. The grades of schools, the general plans of study, the courses into which subjects are divided, the methods of teaching employed, etc., were fixed by the deliberations of two National Congresses of Education. A fellow countryman of Pestalozzi introduced normal schools into Mexico; now they are to be found in eight different States of the Republic. Mexico has a compulsory education law which is being enforced, too, for in his message to Congress on April 1st, 1904, President Diaz reported that "last year 8,000 parents or guardians were fined for neglect, after being admonished once to send to school the minors for whose education they are responsible."

Education is compulsory in soldiers' barracks, jails, penitentiaries, and institutions of correction, also. The general program for obligatory elementary education includes practical morals, civic instruction, the national language, arithmetic, natural science, the history of Mexico, practical geometry, drawing, singing, gymnastics, and military drill, and for girls, sewing, etc. The study of English is compulsory in certain grades, and on this point the President of the Republic said "now that we are teaching English in the schools of Mexico the people of the United States should reciprocate by teaching Spanish in their schools." When one remembers that there are only two American languages, English and

Spanish, and that Spanish is the language of as large a part of the Western world as English is, he cannot fail to realize that it must receive more attention at our hands. In addition to her system of elementary schools, Mexico has a system of superior and higher schools, a national conservatory of music, a school of arts, a great school of engineering, and schools of jurisprudence and medicine. A great National University is being established in the capital.

Thanks to the kindness of the able Minister of Public Instruction, and to the untiring courtesy of his assistants, it was our privilege to visit typical schools of all the different grades in the Federal District. We were surprised and delighted with what we saw in them. One could not but be pleased with the eager and intelligent children, but we were equally pleased with the teachers, who seem to us to be equal to any company of teachers anywhere. The school work is excellent, and worthy of careful study. Mexico can teach us many things in education. First, that the chief national interest needs a cabinet officer of the highest rank to conserve it, and that it deserves the constant support and encouragement of the Chief Executive of the Nation. She maintains a great national conservatory of music, instruction in which is free to her people; so might we. Education is compulsory in her jails; so should it be in ours. English is taught in her schools, Spanish should be taught in ours, at least in our high schools. Morals and patriotism are taught in her schools and taught effectively; we can learn how from her. Some forms of manual work are taught much better there than here. We ought to enter into closer educational relations with the people of Mexico. We should know more of their country and their work, and should know the people who are doing it. We should have courses on the history and institutions of Mexico in our Universities. Mexican boys and girls should come to our colleges and Universities and American boys should go to her commercial, agricultural and engineering schools. Mexican professors should exchange chairs with American professors and American teachers should teach English in the schools of Mexico, while Mexican teachers should be sent for to teach Spanish in our high schools and colleges. They sometimes talk about "the Yankee Peril" down there, but the Yankee Peril will not menace them

or us, if we establish neighborly educational relations with them, as we should.

* * *

The Better Teaching of the Old Days

The golden age was in the past and the time when boys and girls really learned to read and spell and cipher, painfully but perfectly, according to our fathers and grandfathers, was in the past also. But the critic has discovered that the golden age at the dawn of history is only a fond poetic dream, and the critic is discovering that the golden age in education in which youths were instructed much more perfectly than now is a fond poetic dream also. A piece of evidence to this effect came to light a few days ago. It was found in the garret of an old high school in Springfield, Mass., and was a bound volume containing the spelling tests and answers of the school for the year 1846. The lists in the volume have been made the basis of a series of careful educational tests. The results show that the pupils now attending the schools of Springfield not only do much better in arithmetic, but spell much better than their ancestors did when they went to school there. The pupils who answered the questions in 1905 were younger. More of them were foreigners, and they attended school each day for a shorter number of hours per year than did the pupils who answered them in 1846. Yet it was the pupils of 1905, not those of 1846, who knew how to spell and to cipher. Take courage, spelling and arithmetic are not poorly taught now. A greater degree of exactness is obtained than ever before. The current criticisms of education should be tested before they are believed.

* * *

Two New Journals

Two new educational journals, "California Education," and "The California School Journal," have appeared since our last issue. They are both sturdy and promising magazines. California Education is the organ of the San Jose State Normal School. Its editor is Dr. Margaret S. Schallenberger. Briefly stated, the reason for its appearance is this: "Much that appears in print under the name "educational" says nothing—'California Education' is the product of thought." That is a splendid program. The California School

Journal, edited at Mayfield by Mr. Irvin Passmore, disbelieves in the system of County Boards as at present constituted; it hopes to see the day when none but a qualified educator can become County Superintendent, and stands for the absolute divorcement of the schools from political manipulation of every kind. This is a splendid program also. *The Western Journal of Education* believes in most of these things and is working as energetically and thoughtfully as it can to bring them about. We do not like to be called orthodox, for we aim to be hetrodox enough to keep the pot boiling, and we too profess a goodly measure of independence. We also claim to furnish opportunities to the lesser lights in education. The field is big. We welcome these powerful new allies to it, and we take a bit of satisfaction in the thought that the *Western Journal* has made educational journalism so attractive as to invite them to it.

* * *

Here is Your America

The past year has brought the people of the United States to a sense of the dangers which menace the existence of our country. Dishonesty and corruption have been shown to exist in quarters where they were hardly suspected before. Trials for bribery and fraud have been common enough, almost, to discourage one's faith in his fellow men. It has been abundantly proven that grafting and criminal rapacity are debauching the nation. We can no longer deny it. We have learned the cruel lesson that we are an uncivilized people, lawless, unprincipled, and defiant of right. Those wretched insurance scandals, the indictment and conviction of United States Senators, the proof that officials in high places have sold advance information which belonged to the public, State officials on trial for bribery in many of the States of the Union, a herd of bank officials driven into State prisons, land frauds, franchise frauds, trust frauds, rotten municipal government, crimes of violence increasing rapidly in number, and the administration of the criminal law, as Secretary Taft has said, " a disgrace to our civilization," surely, here are matters enough to make us pause. What are you going to do about them? There is just one thing to compensate for the humiliation which our national pride has suffered, that is the thought that these conditions have not gone

altogether unchallenged. Some people are doing something. The President of the United States is chief among them. Almost every community contains a number of men and women who have not bowed the knee to Baal. They are not hidden in caves either, they are fighting, fighting hard for things which they regard as more important than private wealth or advantage of any sort, a clean town, an honest government, a square deal for every man, the enforcement of the laws, the encouragement of honesty, hard work and intelligence, and all that puts a premium upon these things. If we attempt to forecast the future of our civilization we must admit that it depends upon the triumph of this force and the growth of these ideas. The teacher could be of more service than he has yet been to this cause. He could serve it in three or four different ways. He could study the problems that the people are discussing. The fact that he is a teacher should make him more, not less, interested in what is going on about him. He should watch the course of events intently and be alive to the changes which are taking place and to their meaning. There are a number of current problems that the teacher of even young children should not be oblivious to; among them are: The Labor Problem; the Problem of Municipal Government; Socialism; Public Ownership of Utilities; Railway Rates; Good Government in State and Nation; Honesty in Business; Crime and its Punishment; the Duty of the Citizens; Freedom, what it means, and how to keep it; the Improvement of Agriculture, etc., etc. We shall not produce a better type of American citizen until the teaching body sets itself to the task, and the first step required is knowledge of what is going on and a keen watchfulness of the way in which affairs are shaping themselves. In the second place the teacher who is to count for one among the people with whom he lives and works, must be an active factor in the life of his community. He should get acquainted with the men and women who make up his district. He should join in the community undertakings. Church or club dancing party, literary society, improvement league, chambers of commerce, or what not, and he should, if need be, start one or two community undertakings himself. It is a highly favored section which has all the co-operative gatherings that it ought to have. Form a club to do something—to plant trees, read books, conduct a literary society, study current events, make

clothes for poor children, visit the old people in the almshouse, establish a library, decorate the school house, study American history, or fight for good government. He is a poor sort of a young person who does not find within himself the resolve to make the world a bit better for his efforts. Ordinarily the chance does not come plainly labeled and addressed, each one must make it for himself.

* * *

School Articulation

We have a school system with the kindergarten at its lower end and the University at its upper end, but its parts do not articulate perfectly. From some points of view they do not articulate at all. The educational road ought to be well graded, and it ought to be public, throughout. There should be no unnecessary fences to interrupt one's course from one end to the other of it. Satisfactory completion of grammar school work should admit to high school work, and satisfactory completion of high school work should admit to university work. In theory, satisfactory completion of grammar grade work does admit one to high school work; in practice it does not always do so. As we shall point out in a moment. Graduation from a well-equipped college admits one automatically to the University, but the road from the high school to the college is fenced over by entrance examinations or special recommendations issued by accrediting officers to special schools or by principals and teachers to special students. These are restrictions which were necessary when secondary education was still a very uncertain quantity, and perhaps they are necessary still. Yet it should be plainly understood that college authorities do not examine schools and papers of students because of pure love for the work, nor do they prevent people attending college because they like small rather than large numbers of students. On the whole, they are as democratic as other people are and rather more anxious to extend the benefits to education as widely as they can be extended. They have rather less love for examinations than the students to whom they give them, and the work of accrediting schools is to them quite as repugnant as it is to the teachers and students of the schools which they inspect. It is no secret that the bulk of them long for the time when the doors of the college

will swing open to the graduates of high schools as freely as the doors of the university now swing open to the graduate of the college, and when college students will be tried out after they get to college just as high school students now are tried out in high school class-rooms. It is not a theory, but a condition which confronts us in this matter. The condition is that the high schools are not yet thoroughly organized and well-established enough to guarantee their own results, they do not claim to. The colleges are too scantily funded and equipped to accept all their graduates since they are not able to do justice to the fractional part of them that go on to college now—and as a result, the students would waste six months or a year in finding out whether they were fit to go to college or not. Present devices carefully used fail to detect the hundreds of unfit students who are annually weeded out of the entering class, thus incurring great expense and no little disappointment in finding out that the accrediting authorities had made a mistake in advising them to go on in educational work. It would be a cruel hardship to expose all the ambitious boys and girls in the country to this slow test. The methods used now, unsatisfactory though they are, protect them and that is their only justification.

That part of the road which leads from the grammar school to the high school is not properly graded. There is much popular dissatisfaction with the work of the seventh and eighth grades and improvements must be introduced as rapidly as possible. Another difficulty has sometimes arisen, due to the fact that the law is not as specific as it should be. It reads: High schools eligible to receive State aid shall admit as students only such pupils as have completed the full course of instruction prescribed for the primary and grammar schools of the county wherein the high school is located, or an equivalent course. If the full grammar school course of the county includes nine grades, must the student have finished them before entering the high school? If the full grammar school course includes ten grades, must the pupil have completed them before entering the high school? Must the high school in the first year's work follow the course outlined for the ninth grade in the county course of study before it is entitled to State aid? The ninth grade course was made to fit one set of conditions. The first year high school course is made for another. They are usually very different and usually very unlike in value. To us there can be no

question that the high school should be free to shape its first year course with reference to the entire work which it offers, and not be limited to the ninth grade grammar school course which is a sort of fifth wheel to a district school, very valuable no doubt for the purpose for which it was planned, but certainly not planned for high school purposes, and therefore inapplicable to them. Custom determines the meaning of laws, and by almost universal custom "a full primary and grammar school course" means a course of eight grades, not nine grades of work.

* * *

The Freedom of the Teacher

An Address Given at the National Educational Association.

By Charles B. Gilbert, Rochester, N. Y.

In the organization of great school systems, which is the passion of the hour, there is danger that the teacher shall become the submerged fraction.

We superintendents need a baptism of the spirit of true education. It is said, justly or unjustly, that this age is materialistic. Certain it is that we are in danger of having our minds forced to dwell too continuously upon the material side of life. We school men are no exception. There is grave danger that in the organization of systems, with the intrusive demands of the architect, the doctor of medicine, and the statistician, we shall, like Martha, forget the higher things.

Dr. Arnold Tompkins, whose fine definition, "The school is a spiritual union between teacher and pupils," is classic, has also said that "the school in its last analysis consists of the self-educating pupil." I cannot but think that Dr. Tompkins, usually so astute and exact, has here slipped. The self-educating pupil is not a school at all; he is simply a self-educating pupil. An aggregation of self-educating pupils does not constitute a school any more than do any other aggregations of people. The one characteristic which distinguishes the school from other collections of people is the presence of the teacher. In more senses than the popular one it is the teacher who makes the school.

The world is full of people who are educating themselves, consciously or unconsciously; who are utilizing all the great agents

and forces of life as means of spiritual growth; but only in a figurative sense is the world itself a school. The figure consists in the personification of these various agents and forces, and even of life itself, and treating them as teachers. There is no school without a living teacher entering to some degree into the lives of the pupils, forming some sort of spiritual union with them. It is as true in a practical sense as in a philosophical that the teacher is the school.

Every school administrator knows that his one serious business is to secure good teachers. Courses of study are important, and a good school is more easily secured with a good course of study than with a poor one. Proper organization is important; good schoolhouses are important; good text-books are important—and all the appliances which may be used to further education; but none of these alone, nor all of them together, constitute a school, nor can they make a good school; but the good teacher can make a good school, if any or all of these concomitants, these aids, are lacking. Hence it becomes the chief duty of the executive authorities of school systems everywhere first of all to secure the best possible teachers, and then to remove, in so far as possible, all obstructions from their paths, to give them free scope, and to aid them in their work in every conceivable way. All the machinery of great school systems—local, state, and national—has for its aim, properly, this one thing; to make it easier for the teacher to teach well.

In the small private school, and in the rural school especially, the teacher is all in all. The teacher makes the school; he is expected to make the school. If the school is good, it is to his credit; if bad, it is his fault. This is not merely theoretically, but practically, true. The best type of a school, depending wholly upon the teacher, is the rural school. Here the interference with his work is very slight indeed; he is compelled to employ his own initiative, make his own plans, organize his institution, and execute his plans. Young teachers, coming from training institutions, are frequently urged to teach a rural school for a while in order to develop the power of initiative, of independent action, through their necessary exercise in the professional solitude of the country schoolhouse; and it is good advice.

Many of the strongest and best teachers and educational leaders that the country has ever known have received their first impulse, their versatility and breadth of view, and their ability to meet new difficulties, which have made them great, in the small, unpainted schoolhouse in the remote country district where they began their discouraging work. Here they were required to study their pupils and give them work suitable for them, to devise their own methods, to meet emergencies—often serious—quickly and firmly. In the

country school that is good for anything the teacher is "it." Alas, that in any system of schools he should ever cease to be "it"! But there is, unfortunately, in the development of large institutions a tendency to subordinate the individual and to destroy individuality. This is particularly true in great school systems. The tendency seems almost inevitable. The demands of the organization itself are so great, it requires so much executive power to keep the machine running, that the machine itself attracts undue attention and we are in danger of forgetting that the business of the school is to teach individual children. This worship of machines is the most debasing kind of fetish-worship; it destroys the power to judge of values, and, like all worship of inferior gods, it subordinates the higher ends to the lower.

Frequently, in our great city systems, teachers are judged by their ability to run along smoothly in a well-oiled machine rather than by their power of inspiration, their ability to uplift, encourage, strengthen, and really teach children. I have known teachers full of love of youth, possessed of extraordinary inspirational power and ability to make children think, work, and learn, driven from a school system because they did not readily untie red tape. We too often forget that the school system is useful only in so far as it makes it easier for the teacher to teach; that every unnecessary burden, every extraneous demand upon the teacher's energies, everything which distracts his mind or takes his time away from the one purpose of his work—that of teaching the children—is a positive injury. When the machine grinds out the power of initiative from the teacher and makes him a mere tool, granted the privilege of imparting a little carefully prepared desiccated information, and freezes his soul out of the work, then it is time to smash the machine; and there are countless machines all over this land that need to be smashed.

There is a constant tendency to organize school systems like factories, with a boss, sub-bosses, and hands.

I repeat: The only function of the school system is to help the teacher to teach; not to do it for him, but to remove every unnecessary obstacle and to provide every possible aid, in order that he may exercise to the full his highest powers for the sole purpose of helping children.

Perhaps the worst form of machine domination is that which places undue stress upon statistics and makes of the teacher a mere compiler of figures. Great marking schemes have been devised by school boards, school superintendents, and the devil to prevent teachers from teaching with their whole souls—schemes for marking children upon all conceivable points, which requires brain-rack-

ing study, burning of the midnight oil, and, it must be confessed, even imagination to an awful extent.

As such systems lead children to study for marks, to behave for marks, to cheat and lie for marks, as well as to be hateful and narrowly exacting, so they lead teachers to teach for marks, control for marks, to put the whole stress of their work upon the getting of marks; and they, too, sometimes are led to cheat for marks and to lie for marks.

The evil of this thing is easy to see. Any method of organization or of work which distracts the attention from the real end and forces it upon a secondary end is immoral. Many great evils in life result from placing undue stress upon secondary ends; upon the accumulation of wealth instead of upon the proper expenditure of wealth; upon acquiring power instead of upon the proper use of power; upon getting rather than giving.

To force teachers continually to drill along narrow lines in order that marks may be secured is to take away their spiritual freedom and to degrade them. The teacher who is forever harassed lest her pupils shall not pass naturally is unable to give her whole attention to the needs of the children and to supplying them.

The rural school teacher, if of the right sort, studies John and William and Susan, and decides that for John's good he should do this; William, for his good, should do that; and Susan, for her good, should do that; but the machine-made, machine-driven teacher, in a system having no such freedom of action, treats John and William and Susan all alike (they must all take the same brimstone and treacle because it is good for somebody), and is not allowed to exercise his own natural judgment and his natural interest in their spiritual well-being. This is not only bad for the children, but it is, if possible, worse for the teacher. The children may recover, because their school days fortunately end some time; the teacher's fate becomes fixed, as his school days never end.

Another evil which is finding its way into our larger cities is the formal and frequent marking of the teachers themselves after a brief and valueless visitation. A superintendent and a body of supervisors or a body of superintendents are employed, not to instruct, inspire, and help the teachers, but to mark them. I know of cities in which supervisors go about from school-room to school-room, notebook and pencil in hand, sitting for a while in each room like malignant sphinxes, eyeing the terrified teacher, who in her terror does everything wrong, and then marking her in that little doomsday book. I have known many teachers fairly to shrivel when the supervisors with his instrument of torture enters, and besides doing their very worst during his presence, to be thoroughly unfit for work during the remainder of the day, and to be sick for

days afterward. Who will venture to say that such a system of torture, depriving children of the teachers' best work for at least a time and breaking the teachers' hearts for all time, is justifiable? Such supervisor's paths, like those of reckless automobilists, are strewn with the dead bodies of hopes and ambitions and nerves. The reasons given are that some teachers will do wrong, and hence a system of espionage and terrorism is extended, like the clouds of heaven, over all alike. This, of course, instead of correcting the evil, extends it and creates new ones undreamed of before.

The most precious possession of a school system, rightly viewed, is the teacher's devotion to his work. Any plan of organization, any method of administration or supervision, which lessens that, which diverts the teacher's energy into any foreign channel, is an evil.

The teacher in the schoolroom should always feel that his first duty, and almost the sum of his duties, is to ascertain and to meet the needs of the individual children under his care. In the machine system the tendency is always to centre the thought of the teacher upon, not the children, but the higher authorities, so that, instead of feeling responsible to them and being anxious to serve them, he becomes over-anxious to "stand in with" the administration, and to sacrifice his own obligation to the higher law, to the demands of his superior officers for uniformity. This shifting of conscience is not only encouraged, but is almost necessitated, by some prevalent systems of administrations.

When a teacher ceases to feel that he is there primarily and wholly to serve the children, and begins to feel that he is there to serve somebody else—school superintendent, school board, local politician—he ceases then and there to be as good a teacher as he might be.

In the office of every superintendent and in the notebook of every supervisor should be written: The teacher is the school; and the daily inquiry of every such officer should be: "How can I stimulate in all the teachers under my supervision love for their work, self-respect, a feeling of independence, and an ambition to do better teaching than ever before or than anybody else?"

I recall one superintendent whose favorite phrase was: "I will put the screws on." This phrase might have suggested the thought he was a carpenter; but he was not, he was an inquisitor.

The school system is but an aggregation of schools, that is, of classes of children with their teachers so organized as to raise to the maximum the efficiency of each teacher; that, at least, is the theory. The great essential to real efficiency is freedom. I do not mean by "freedom" license, or even liberty, to do as one pleases, but the ability and the possibility to direct one's energies with in-

telligence and purpose to the highest results possible for him. Such freedom is primarily internal rather than external, and for the teacher it begins far back of the organization, far back even of the act of teaching. The first steps in freedom must be taken by the individual. The teacher must be free from ignorance, from prejudice, from undue pride, from the debasing pressure of false ambition, from unwillingness to learn or be guided; that is, the teacher must have a free soul in the Pauline sense. This internal freedom must be achieved by the teacher alone. It is the result of study; of hard work; of moral struggles and victories; and it results in broad intelligence and enlarged intellect and strengthened will. Now, suppose such a teacher has been selected to a position in a school system; this internal freedom must be preserved, but added to it must be a certain amount of external freedom—freedom to exercise native and acquired powers without undue restraint or perversion.

There is a higher freedom than that of the individual in solitude. It is the freedom that comes from association and co-operation.

The evolution of freedom in all society necessarily goes through three stages. The first is the state of isolation, which appears to be freedom, but which is not. It is a mere pseudo-freedom. The individual alone finds himself the slave of innumerable vast forces, which, except in rare cases, overwhelm him. The first stage of real freedom comes with co-operation; two are stronger than one; many are stronger than two; and, when properly combined, each contributing all his strength to the common good and all sharing the common good, true freedom is obtained. But in the evolution of society there is an intermediate stage. With the beginning of combination comes also tyranny. An individual or a few individuals make use of the enlarged strength of the many in combination for their own good, and so each, while more free than in the state of isolation, finds himself dominated by forces outside of himself, and so deprived of a part of his freedom. The final stage comes from the overthrow of all unnecesary external domination, the re-assertion of individual initiative, and the free combination of free souls for common ends.

An individual who has become an intelligent and conscious member of society, contributing of his best freely to the common good, is free to draw upon the community for a vast increment of power. He is enormously magnified, is a very much larger being than the same individual in solitude. The society becomes his larger self through which he can do greater things than when alone; by its protection and help he has become free from innumerable trammels and hindrances with which he was unable to cope alone.

A true society is a great instrument of freedom through which each one is able to render vastly greater service than when alone.

It ought to be possible in a school system for each teacher to do vastly better work than a rural teacher can do, because, while contributing his part to the general stock of knowledge and skill and inspiration, he can draw without limit upon that accumulated stock himself. Each teacher can learn from the other teachers; for wisdom is communicable. If the heads of the system are wise and possessed of inspirational force, he can add to his power from their wisdom and inspiration. A system properly conducted substitutes co-operation and common interests for isolation and individual interests. The urban teacher ought to be a very much larger and wiser and better teacher than the rural teacher. In some instances this is the case. Our greatest teachers are not country school teachers, but city school teachers, because it is possible in an urban system to become greater; there are more stimuli, more nutriment available. But the teacher may avail himself of these only when the method and plans of organization and supervision make it possible; when the school board and the school superintendent and supervisors consider it their part primarily to contribute the largest share of inspiration and wisdom to the common stock, and secondarily to act as distributors of this common stock to the teaching forces. And it is a sad sight to see such enormous possibilities for good sacrificed by the pettifogging, red tape methods prevalent in so many of our systems; to see machines exalted above the free-souled teacher.

How may the school system reinforce the teacher and conserve his freedom? Possibly I should first answer the negative question: How may a system be so conducted as not to interfere with the work of the teacher?

My answer to the question is; first, by reducing the machinery to the minimum consistent with a reasonable degree of unity, eliminating all unnecessary red tape, and all demands upon the teacher, in addition to his work of teaching, that it is possible to get along without.

A certain amount of detail is, of course, necessary; records must be kept and some statistics must be gathered, for statistics do not always lie and sometimes are even useful. Information regarding the attendance of children and conditions prevailing in and about the schools, which throw light upon the educational problem, is important, and must be secured through the teachers, if at all. But there are many kinds of information secured through the compiling of figures which are of no value to anyone, or at least of not sufficient value to justify the sacrifice of time and effort required to secure them.

The passion for statistics which dominates some school superintendents is a dangerous one, and easily runs into statistical dissipation and that dread disease, statisticitis.

My second answer to the negative question is: Avoid every device of method or organization which tends to lessen the teacher's individuality and sense of personal responsibility to the children.

But there is a positive side to this question. A school system, properly organized and conducted, can directly and positively help the teaching and aid in conserving the teacher's freedom. In the first place, it can, by a proper process of selection, secure and retain the best teachers; and this does not require formal, arbitrary and elaborate systems of marking, but merely the exercise of ordinary good judgment and the maintenance of a rigid backbone.

Of course, in very large systems some plan for marking teachers is necesary for the protection both of the teachers and of the supervising force; that is, there should be put down in black and white from time to time some record of the teacher's qualifications, and of the efforts that have been made for his improvement; but such a record should be exceedingly simple and unostentatious, and the marking should be done by those who know the teacher's work thoroughly, not by the supervisor, whose visits are infrequent, and whose markings would be under circumstances unfair to the teacher. The markings of the visiting supervisor are of very little value, and the making of them renders it impossible for the supervisor himself to fulfil his true function; that is, to help, stimulate, and inspire the teachers; and he becomes a dreaded visitor. I have seen such supervisors, and it always impresses me that they have fallen from their high estate. No supervisor can do really good work as such if his visits are dreaded by the average teachers. Until his aim and purpose to be a helpful friend and nothing more become so fixed in the mind of the teacher that his visit is welcome, he cannot do his best work.

Most of the formal systems of marking teachers are cowardly; they are simply devices to make possible the shirking of responsibility. Given a reasonably good process of selection, helped by proper civil-service rules, we shall have a reasonably good corps of teachers in any system.

Now, how can the system make this reasonably good corps better, keep the teachers up to the highest standards possible, and secure from them their best work? First, by making them feel that they are persons of consequence, whose judgments are worth considering, and who may justly be supposed to possess reasonably tender consciences, some professional ambition, and at least a fair degree of devotion to their work. I hold that the first duty of school superintendents and other officials is to lead the teachers to respect

themselves, to feel that they are trusted, and to impress upon them that the school officers, taking it for granted that they want to do their best, are anxious to help them.

The supervising powers can help the teachers by supplying them with a good course of study. A proper course of study properly administered does not diminish the freedom of the teacher, but increases it; but that this may be true the course must be broad, suggestive, and stimulating. It should make it necessary for the teacher to study self-improvement in order to teach successfully. It should aim, not at uniformity, but at unity. It should require teachers to arrive at certain results in their own way, and these results should be the growth of the children rather than the accumulation of a few meagre and prescribed facts. Too many courses of study aim at uniformity of method and uniformity of output. Uniformity of method kills teachers. Uniformity of output, if possible—which, than the Lord! it is not—would produce corpses of children.

The course of study should be based upon sound philosophy, and should encourage the teachers to master this philosophy. In its administration the supervising force should definitely instruct the teachers in the principles involved, and should inform them as to the best methods for achieving the desired results, which is a very different thing from forcing these methods upon them. Such treatment would tend to make teachers free in the true sense; that is, to produce inner freedom—freedom of spirit from ignorance, prejudice, and low ideals.

In administering schools, and especially in instructing teachers as to the course of study, there are several possible means. The most common are the teacher's meeting, schoolroom visitation, and the private conference. The former is the most widely used, and perhaps the most badly used. Meetings for the instruction of teachers should have a definite purpose—should bring together teachers who are doing similar work, and should be held when the minds of the teachers are fresh and unwearied. Grade meetings are the best, but these meetings should be held during the school hours, and should b a part of the teacher's regular work. The after-school meetings to which the teachers come fagged, forcing themselves to keep awake and listen, are better than nothing, but they are not the best.

The ordinary teachers' institute, as conducted in most of our States, with its heterogeneous programme, its large element of entertainment, its professional conductor with his stock of professional jokes, its hit-or-miss efforts to meet the teacher's needs, is almost travesty.

After many years of experimenting I have found the most effective plan for treating teachers' meetings to be this: All the schools of a certain grade are dismissed for a day, and the teachers are assembled in a central place for definite instruction in the work of their particular grade. By having one such grade institute a week during the greater part of the year, it is possible to have four or five days given to each grade; and they are days of hard work, in which the needs of the teachers are definitely and exactly met. But, whatever the plan, such meetings should be held and should be devoted to specific instruction, for the most part as to the course of study.

Schoolroom visitation is another very good means of helping or hindering teachers. There is not time to discuss it in detail. I have referred to it somewhat in another place. Suffice it to say that such visitation should be for the sake of becoming acquainted with the teacher and his work, and helping him by suggestoions and by giving model lessons. It should not be for the sake of marking him.

Naturally the most helpful feature of the school organization to this end is some degree of personal acquaintance between the officials and the teachers. While this is easier to secure in a small system than in a large one, it is entirely possible in even the biggest system. Very large systems should be so organized as to distribute the supervising forces in such a way that some officers of consequence may come in contact with every teacher. Condensing the entire supervising force into a great board, who sit in common sesions and legislate and adjudicate, is a waste of energy, even in the largest systems. Supervising officials should be scattered where at least some of them may come in personal contact with the teachers, and know their ambitions and aims and their merits as well as their faults and weaknesses, and may give the sort of inspiration and strength which is given only in personal contact. Any system that is so organized as to fail to secure this personal contact between the teachers of the class-room and the officials who are to direct them and pass upon them in so far fails to do its duty; and this applies equally to systems large and small. The personal, sympathetic intercourse of those who know more with those who know less, of the stronger directing minds with the directed minds who need help, in the *sine qua non* of good school administration. This secured, it is possible to take cognizance of the ideas which the teachers themselevs have.

The assumption, even though it be tacit, that the superintendent or the body of supervisors and the principals know it all, is most pleasant to those officials, but it is an assumption contrary to fact. In nine cases out of ten the good teachers know more about what

aught to be done with the children than all the superviors together. I am sure that if we omniscient superintendents were to confess, we should admit that the best things that we know in regard to teaching we have learned from good teachers in the class-rooms; and one reason why some superintendents holding high positions have not manifested any evidence of growth for years is that they have ceased to consult them. There is much wisdom allowed to go to waste because supervising officials are too proud to use it.

I do not mean that the school officers should not, in the common phrase, "run their schools"; of course they should; but they should do it very modestly, remembering that the sum of the wisdom possessed by all the teachers is doubtless greater than that contained even in their enlarged craniums.

A very fine teacher said to me recently, rather sadly, that she was not altogether happy in her school. On close inquiry I drew from her the information that the trouble was that she found no sympathy in the principal. She was ambitious and capable; she wanted to do something rather more than the ordinary; her heart was in her work; but she felt that her principal's heart was not there, but was rather in the machinery of the school. He would visit her occasionally, was never unkind, and she had, after repeated efforts, secured a half-hour in which they might sit down together and talk over her ambitions and her schemes for work; and the result was a chill and a disheartenment which, unless the inner fire burned strongly, would in the end impair her efficiency. He wanted good work in his school and expected his teachers to teach well, but he was so concerned with the mechanical side of administration that he could not get into the heart of any of his schoolrooms. The teacher had the freedom of isolation, not that of society.

The supervising officer is a distributing agent, receiving what teachers can give and giving what is received to those who need it; and he must not, if he would be worthy of his office, let any amount of detail work, any consideration for the mechanical part of the administration, stand in the way of this personal co-operative work with the individual teachers. For let us remember that the school is a society in which all share the good or ill; and this is as true of the teachers as it is of the children.

Recall that individual freedom is often impaired by the excessive demands of the social whole and the obliterating of the individual, but that true freedom is to be secured, not only by a return to isolation, which is in reality extreme bondage, but rather by a proper use of society. The individual teacher should be strengthened, not weakened, by belonging to a system. The strength and the wisdom of the whole are greater than that of the individual, but only when each individual is encouraged to exercise his own

strength and also to share with others. So that, for teachers as for children, a school system should be a co-operative society, having for its motto "Each for all and all for each"; and the administrative forces fulfil their function when they so distribute the common good that each individual has all of his own and all that he can receive from the others. And this is social freedom.

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Agricultural Education*

We take pleasure in laying before the readers of the WESTERN JOURNAL OF EDUCATION the text of a most instructive lecture upon the above-named subject recently delivered by the Principal of Hawkesbury Agricultural College, at the Royal Exchange, Sydney.

Mr. Potts said:

The small kingdom of Wurtemberg of the German Empire, with a population of 2,000,000 living on an area of 7,531 square miles (area of New South Wales 310,700 square miles, 40 times the size of Wurtemberg), is probably the most complete example of the effect of agricultural education we possess. A contented, happy, and prosperous people is the verdict of all who visit this fertile country. Sixty-four per cent. of the land is arable, and 75 per cent. of this is in the hands of the well-fed, well-housed, and well-clothed peasant proprietors, whose farms are of the average size of 14 acres.

Cereal crops, tobacco, fodders, sugar-beet, chicory, grapes, fruits, vegetables, are grown in wonderful profusion. The rearing of live stock and dairying are conducted.

Land is easily acquired by thrifty workmen, for which they are indebted to liberal land laws and the excellence of the country roads, also the establishment of village banks, from which money is secured on easy terms.

It is only fifty years since Wurtemberg had the reputation of being one of the poorest of the provinces. Agriculture failed to provide a means of subsistence, mainly owing to a bad system of financial aid, and the ignorance of the peasants.

To two leading men is due the credit of raising the country to its present happy condition of affluence, prosperity, and contentment. A pauper is now unknown in the country.

A scheme of village credit banks, to advance money to small land holders to be returned in small weekly instalments, was designed and brought into practical operation by Dr. Roffeisen.

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*Australasian Schoolmaster.

Dr. Steinbeis visited the Exhibition, London. 1851, and there the idea occurred to him of formulating a scheme of technical education for the rural population of his native country. His book, "Elements of Work Schools," formed the basis of a compulsory and universal teaching of agriculture.

The first of the winter schools was compulsorily brought into operation in 1879, at which every pupil attended a course of general and agricultural education at least two evenings per week for six months. There are now 700 schools, with an attendance of 16,000 pupils. There are over 100 voluntary evening schools, attended by 2,000 pupils over 18 years old. The village schoolmaster is trained at suitable centres in this course of teaching, and is assisted by itinerant specialists or experts in the technical details of agriculture.

From these elementary schools, pupils who desire to follow agricultural education further pass on to the farm schools or colleges. There are five of these schools with model farms attached. A course extends over three years.

The pupils are sons of small landowners, farmers and agricultural laborers. They receive board and instruction free of charge, giving their labor on the land for this privilege.

From these farm schools the student has the opportunity of entering what is generally recognized as the best agricultural college in Germany, and probably the most perfect institution of its kind in the world—the Agricultural University at Hohenheim, which has been established since 1818. It was promoted to the rank of a University in 1847. To it is attached a college of forestry, a model farm, technological institute, sugar factory, distillery, brewery, vinegar factory, laboratory for testing garden and farm seeds, and á department for producing agricultural machinery, a butter and cheese factory and model dairy, poultry yards, live stock departments, fish-breeding ponds and a bacteriological institute.

A splendid museum is attached, in which is found a unique collection of agricultural products and implements, soils, and minerals.

The library contains 14,000 volumes, and there is a herbarium of some 30,000 plants.

The physical, chemical, botanical, and biological laboratories are models for teaching purposes and equipment.

All agricultural implements and machines are submitted to rigid examination and tests in the presence of the farmers. New methods of culture, manuring, new varieties of plants, and seeds are tested by a competent and separate staff.

This splendid system of complete agricultural education, combined with the establishment of the co-operative banks first started

by Roffeisen in Stuttgart in 1880, have doubtless provided the requisite stimulus and knowledge to effect such excellent results.

There are over 700 of these co-operative banks in Wurtemberg. The usurer has disappeared.

The vote for agricultural education for the province exceeds 80,000 pounds per annum.

GERMANY.

A compulsory course of training in agriculture, gardening, and horticulture of two hours weekly is found in all the primary schools of the German Rhine Province during the final two years of the school curriculum. The teacher is give a free hand in determining the character and scope of the training to which the agricultural needs of the district are to be considered. The success of the tuition, it is fully recognized, largely depends on the theoretical and practical knowledge possessed by the teacher, his enthusiasm and ability to teach.

FRANCE.

In France the Organic Law of 1850 placed "Elementary Instruction in Agriculture" as an optional subject for teaching in the curriculum.

An agitation commenced in 1866 to make the teaching of agriculture in the primary schools obligatory; this terminated in 1879 by provision being made for departmental and communal instruction in agriculture by means of departmental centres, and further made primary instruction in the elements of agriculture an obligatory subject.

In the instructions issued to teachers under this law they are advised that: "They should commence by employing visible and tangible objects, which they should make the children see and feel, thus putting them face to face with concrete realities; then by degrees they can exercise them in obtaining from these objects abstract ideas, by comparison and generalization, and by the use of the reasoning faculties without the aid of actual specimens."

The law of March, 1882, made compulsory teaching "elements of physical and natural science with their application to agriculture."

In 1888 a further revision of the methods of teaching agriculture in the primary schools was decreed essential.

Finally the French Minister of Instruction issued the following guide to public school teachers on the 25th of April, 1898, to direct them in their routine work of teaching elementary agriculture:

"Instruction in the elementary principles of agriculture, such as can be properly included in the program of primary schools, ought to be addressed less to the memory than to the intelligence

of the children. It should be based on observation of the everyday facts of rural life, and on a system of simple experiments appropriate to the resources of the school; and calculated to bring out clearly the fundamental scientific principles underlying the most important agricultural operations. Above all, the pupils of a rural school should be taught the reasons for these operations and the explanation of the phenomena which accompany them, but not the details of methods of execution, still less a resume of maxims, definitions or agricultural precepts. To know the essential conditions of the growth of cultivated plants, to understand the reasons for the work of ordinary cultivation, and for the rules of health for man and domestic animals—such are matters which should first be taught to every one who is to live by tilling the soil, and this can be done only by the experimental method.

"The master whose teaching of agriculture consists only in making the pupils study and repeat an agricultural manual is on the wrong path, however well designed the manual may be. It is necessary to rely on very simple experiments, and especially on observation.

"As a matter of fact, it is only by putting before the children's eyes the phenomena to be observed that they can be taught to observe, and that the principles which underlie the science of modern agriculture can be instilled into their minds.

"It should be remembered that this can be done for the rural agriculturalist only at school, where it will never be necessary to teach him the details which his father knows better than the teacher, and which he will be certain to learn from his own practical experience.

"The work of the elementary school should be confined to preparing the child for an intelligent apprenticeship to the trade by which he is to live, to giving him a taste for his future occupation; with this view, the teacher should never forget that the best way to make a workman like his work is to make him understand it.

"To sum up: The aim of elementary instruction in agriculture is to initiate the bulk of our country children into that degree of elementary knowledge which is necessary to enable them to read a modern book on agriculture with profit, or to derive advantage from attending an agricultural conference; to inspire them with a love of country life, so that they may prefer it to that of towns and factories; and to convince them of the fact that agriculture, besides being the most independent of all means of livelihood, is also more remunerative than many other occupations, to those who practice it with industry, intelligence, and enlightenment."

This entailed the provision for establishing school gardens and farms. At the present time nearly 4,000 primray schools in France

have their farms. The training of teachers for rural districts includes agriculture.

The superior primary schools' curriculum includes lessons of general facts of agricultural production, treatment of the soil, principles of irrigation and drainage, the management of agricultural labor and machines, the study of insects, as well as special instruction in horticulture, aboriculture and viticulture, the treatment and health of domestic animals, their breeding and fattening, dairy work, farm bookkeeping, rural economy, bee-keeping, silkworm culture and poultry raising. Only those plants, animals and methods are treated in detail which form a distinctive feature of the agricultural industry of the district. Weekly visits are made to farms, dairies, piggeries, and such like in the district by the pupils, accompanied by their teacher.

Medals and money are awarded annually by the Government, municipalities and agricultural societies to both masters and pupils who distinguish themselves at competitive examinations on subjects relating to agriculture and its allied industries.

ITALY.

The Director-General of Primary and Normal Instruction issued under date, 29th November, 1897, a report in which is shown that in 471 elementary schools practical teaching in the rudiments of agriculture was given, but shortly afterwards a strong demand was made to attach a piece of land to each school so that the essential rules of the art of cultivating the soil could be learnt by observation and experiment. The appeal was couched in the following terms:

"Let us return to the fields! This is the invitation which from all time men of superior understanding and of generous hearts have repeated to the Italians. Be it granted to us to join them; let us enamor the rising generation with the land! From the little garden where the country teacher shall practically teach the rudiments of agriculture, upwards through the technical schools and the professional institutes, may the knowledge of agricultural continually be reinforced and elevated; everywhere may there reawaken the Virgilian affection for rustic labor."

In less than six months 2,257 blocks of land, varying in extent from a small garden to that of a farm, were presented for the purpose.

Courses of instruction were arranged for teachers at the Royal School of Practical Agriculture, of Ascoli Picera, and certificates were issued to those who attended.

Other institutions were similarly utilized, where teachers acquired a sufficient knowledge and training of the principles and elementary agriculture.

Lectures were given at 184 places, with a total attendance of 8,000 teachers. In 1899, 12,000 teachers had obtained the certificate of attendance.

Great care has been exercised to see that teachers know how to adapt their treatment of the subject to the age, intelligence of the pupils, and the local needs of the district; and also that the teacher possesses the aptitude, experience, and education necessary to his work.

The Department declined to adopt a general text-book for pupils on the grounds that it depended solely on the efforts of the teacher, for whom it was more essential to be provided with a text-book.

During the year 1898-9, 8,000 rural schools were giving instructions on the subject.

AUSTRIA HUNGARY.

To each elementary rural school a fruit garden is given. Special attention is devoted to the theoretical and practical teaching of agriculture. In the National Schools, instruction in agriculture is combined with natural history.

The tuition embraces the description of domestic animals, vegetables, and minerals; the cultivation of vegetables and fruits, the breeding and rearing of cattle, agricultural methods, and, where local conditions are suitable, silkworm rearing.

HUNGARY.

Hungary boasted of an agricultural college in the eighteenth century, and may claim priority amongst the countries of the world in providing systematic agricultural education for her people.

Lectures on agriculture were first given at the University at Nagy Syombat in 1630. The first farm school was established at Sgarvas.

A Chair of Agrictulture was established at the University of Sciences at Buda in 1777.

Agricultural schools and colleges were established and endowed by several noblemen.

There are now four agricultural colleges, with courses ranging from two to five years.

Winter farm schools are maintained by the Government, at which 300,000 students attend.

Agricultural education now comprises: Higher teaching in the Agricultural Academy, with a yearly attendance of 157 pupils. Intermediate education, provided by four agricultural colleges, at which there is a yearly attendance of 502 pupils.

Practical teaching and training in 21 farm schools; attendance, 550 pupils.

Itinerant teaching conducted by seven departmental professors, who travel from place to place teaching, and four experts for the cultivation of hops, hemp, dairying, and promotion of rural associations.

Twelve professors are engaged in training teachers for the rural schools.

The staff of the Department of Agriculture numbers 185 professors, teachers, experts, etc.

SWITZERLAND.

In Switzerland there are 16 agricultural schools, with about 400 students, who pay in fees 16 pounds per annum each.

The expenditure devoted to agricultural education has risen from 49,000 pounds in 1888 to nearly 200,000 pounds. This is given towards the support of agricultural schools, aid to farmers, improvement of stock, prizes, etc.

DENMARK.

The extraordinary agricultural development of Denmark is attributed to the intelligence and capacity for organization of the Danish farmers, and mainly to the education received by the peasantry in their rural high schools, and to the distribution of land amongst freeholders.

There are 224,000 farms in Denmark, ranging from seven to 110 acres each, of which more than 94 per cent. are farmed by their owners.

This country is only one-sixth the size of Victoria.

Sir John Gorst, in referring to the progress of technical education in Great Britain, recently made the following remarks as to Denmark:

"The important influence technical education had on the national, social, and economical development of the people was indicated in the case of Denmark, which had from being the poorest of European countries become one of the richest, and that by producing butter, bacon, and eggs chiefly for the English market."

SWEDEN.

The practical teaching of agriculture with arboriculture has been in vogue for a very long period. Since 1865 the teachers of the national schools have been trained in these subjects.

The regulations of 1882 state:

"To every national school shall be annexed, so far as possible, a tract of ground to serve as an experimental kitchen garden, and it is the duty of the School Council of every parish to see that such kitchen garden is arranged in a manner suitable to the object of instructing the children in agricultural subjects."

BELGIUM.

In Belgium the introduction of teaching agriculture in the rural primary schools dates from 1884. Article 49 of the regulations states:

"The master must keep the garden belonging to the school in such a way that it may serve for practical instruction in the rudiments of agriculture, horticulture and arboriculture. He must endeavor to make it into a model kitchen garden, containing the best varieties of vegetable and fruit trees."

Practical lessons, both in class and in the gardens, on flowers, herbs, fruit trees, useful farm birds and the common agricultural implements, are given at regular periods.

The expediture of the Department of Agriculture exceeds 100,000 pounds per annum.

ENGLAND.

England has not been prominent in forwarding education with anything like the organization and energy displayed by other countries in the past. Of late, however, a marked change has swept throughout the rural counties.

In 1887 the English Government set aside 5,000 pounds to be distributed among agricultural and dairying schools.

The Board of Agriculture distributes grants to universities, collegiate and other institutions engaged in teaching agriculture and allied subjects. It inspects educational and experimental work. It conducts experiments. It publishes a monthly journal and leaflets to farmers.

The County Councils are awakening to the importance of this work, and now some 26 institutions are engaged in teaching agriculture, and something like 100,000 pounds is now expended annually in England on agricultural education and research work.

No effort has been made yet to organize systems such as exist in Wurtemberg, France, Denmark, Belgium, Austria, Italy, United States, and Canada.

A Chair of Agriculture was founded in 1790 at the University of Edinburgh, but Scotland has always been to the fore, both in education and agriculture. The Chair of Rural Economy, established at Oxford by Sibthorpe in the eighteenth century, has not been noted for its agricultural activity. The Royal Agricultural College at Cirencester was established by private enterprise in 1845, and others followed.

The most noted of all efforts to establish agriculture on a scientific basis is the world-renowned Experimental Station at Rothamsted, established by the late Sir John Lawes.

In 1899 a Chair of Agriculture was established at Cambridge, and a well-organized Department of Agriculture.

The subject is taught at the Universities of North Wales and Durham.

IRELAND.

The Commissioners of National Education in Ireland make a special feature of their efforts to teach agriculture in all rural national schools. Numbers of these schools have school farms, gardens, and live stock. Rural teachers go into training in practical agriculture in residence at the Albert Institution, Glasnevin, near Dublin, for six weeks, where they qualify for certificates to earn special fees for practical agricultural instruction to pupils. Teachers are not only given this training free, but are allowed travelling expenses to and from the institute from any part of Ireland.

No teacher is permitted to give tuition in agriculture unless he has been trained and possess a Certificate of Competency.

Two agriculture colleges are maintained, one at Glasnevin, Dublin, and at Cork, where a sound system of agricultural training is provided.

Itinerant dairy instruction is organized throughout the dairying centres.

CANADA.

Despite the rigorous climate, this colony may be considered one of the most advanced in so far as agriculture is concerned. No finer example can be instanced today of the beneficial results of well-considered State action in the enlargement of a natural industry. Twenty years ago agriculture in the Dominion was very much depressed. Today the output of wheat, dairy and other natural products is marvellous. It is admitted by all the farmers that this is mainly due to timely and wise Governmental action.

In 1885 Dr. Wm. Saunders was commissioned to visit the agricultural colleges of the United States and Europe, and obtain preliminary information for the Government. An Act of Parliament, based on Dr. Saunders' report, was passed for the establishment of experimental farms and the proper control of agricultural education and efficient organization.

The Act has been liberally interpreted and administered with judicious enterprise. Example and precept are utilized to create responsive vigor in the farmers, the chief aim being to induce them to abandon the old practice of wasteful farming by robbing the land of its fertility without returning an adequate equivalent. This was scientifically demonstrated. The results obtained from deep ploughing, clean land, rotation of crops, good seed and an economic system of manuring are all clearly brought home to the farmer's mind. Each experimental farm devotes itself to

work out the problems of agriculture for that particular district. From this centre a proper distribution of acclimatized seeds and plants is made to the surrounding farmers. More than 100,000 farmers have received free during the past ten years 3-lb. sample bags of seeds. Twelve thousand packages of seedling trees, shrubs and plants, and more than six tons of seeds of hardy trees have been sent out free.

Agriculture is taught in the State Rural Schools, and proper training provided for the teachers. A text-book is published. An examination must be passed by the scholar in agriculture before admission is permitted to the High Schools.

The Agriculture College at Guelph, Ontario, presided over by Dr. Mills and a highly-trained staff of educational experts, provides training, leading from short courses of two weeks up to the terms needed to qualify for the Bachelor of Science in Agriculture Degree of four years.

In addition, special effort is made to organize Farmers' Institues for both men and women. Live Stock Associations and Dairying Associations, all of which are highly educational. At the annual Conferences papers are read, and instructive discussions follow. These are published in pamphlet form and distributed.

Dr. Saunders says:

"The occupation of farming has been elevated in the eyes of the community. It is no longer looked upon as a sort of drudgery suited to the dull and slow-going, but is now regarded as a suitable field for the higher intelligence of cultivated minds. It is recognized as a calling requiring much skill to conduct it successfully, and as giving ample scope for the exercise of the most active and earnest minds, and one in which information of almost every sort may be turned to practical account."

UNITED STATES.

In 1894 the Secretary of the Board of Agriculture, Major Craigie, after investigating the working of the Morrill and Hatsch Acts in the States by direction of the British Government, states:

"The American Government seems to face any cost to the community that promises the better to equip the farmer with the knowledge of his business. The authorities seem assured that in indicating methods of profitable production, and still more by the careful perfecting of the produce of the vast lands of the Republic in whatever direction of extensive or intensive culture the economic circumstances of the moment may prescribe, they are providing a solid means of advancing the well-being of the nation as a whole."

The Morrill Act of 1862 laid the foundations of superstructures, and created an organization for the furtherance of agriculture, the value and extent of which are unequalled in any other country. In that year Congress alienated 10,000,000 acres of land, to provide funds to establish, endow and maintain agricultural colleges and experiment farms in every State of the Union. This created an activity and interest in agricultural education and research which developed with extraordinary activity. In 1885 a Convention was held by those associated with agriculture, when the following resolution was passed:

"That the condition and progress of American agriculture require national aid for investigation and experimentation in the several States and Territories."

The Hatsch Act of 1887 was formulated and became law:

"In order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science."

In order to render this effective and defray expenses, a sum of 6,000 pounds per annum was voted to each State. In addition, large sums are annually voted by the States' Legislatures, and these are augmented by private benefactions. With these funds so amply provided, thousands of experiments have been and are being conducted in every branch of farm work, as well as in rearing live stock, particularly in regard to co-operative tests. The results of these are distributed to the farming community in the most complete way, and entailing lavish expenditure for printing.

Dr. True, Director of Experiment Stations, states all this has been accomplished with splendid results, and he reports a " remarkable awakening of our farmers to the desirability of having more definite information regarding all matters connected with their business. The result has been that the stations of this Department have been led to publish a vast amount of information, both old and new, which has been freely distributed to farmers in every State of the Union. Nothing like it has ever been seen before. No country has ever attempted so systematic and so thorough a distribution of information to its agricultural population, and no masses of farmers have ever so eagerly sought for information as have our own within the past few years. Such an intellectual awakening must have most important results, and there is every indication that it will go on increasing in volume and force until it has thoroughly permeated the entire agricultural population."

Living Languages Taught in a Living Way

SOME ACCOUNT OF THE PSYCHOLOGICAL METHOD

By HOWARD SWAN

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The object of this article is to introduce to Western educators certain important discoveries and applications of psychology to language teaching with a careful use of phonetics, that may, at least to some on the Pacific Coast, possess the interest of novelty, and the further interest of being of practical utility in the organization of linguistic science. It is also a plea for the special training of prospective teachers of languages, in the application of psychology to methods of teaching, such as will ensure the power of speaking and understanding on the part of their students, as well as of the possibility of reading and writing a language.

This result may be achieved by the double process of organizing the idioms of a language, and the use of visualization, suggestion, and phonetic training in oral teaching. The organization is psychological, based upon mental processes. Instead of investigating the mental processes of slow-witted students, we have investigated those of clever students, even of prodigies; and analyzing these processes carefully, we have then formed a system that can be adapted to students of average capacity. In the first place the material of the language, or the normal idioms, has been collected and classified; and in the second place the usual habits of mind of the students themselves are studied, analyzed, organized, and utilized for linguistic progress. The teacher should have both a predigested lesson consisting of real idioms, and a clear understanding of the way in which the average mind reacts when opposite a new language and new sets of sounds—and he should use a careful combination of new idioms to mix with the known in his method of teaching.

Some of the Grammar Charts and many of the lessons are printed already and others may be issued from time to time. A hundred such lessons with conversations, charts, and formulae, are given in a little book for elementary students, entitled "First Facts and Sentences in French" (Longmans, Green & Co., New York); while more advanced lessons with full details of ordinary French life in series are given in "Facts of Life" in French (Les Faits de la Vie) Parts I and II, with which are also used "Class-Room Conversations" in French. A similar book for German is "German Facts of Life," and others are in preparation for Spanish, Italian, Latin, Greek modern and ancient, and more recently, Japanese and Chinese.

The method here advocated has these peculiarities: it does not teach single words, but complete sentences. It does not teach nonsense sentences, or odd disconnected sentences apart from context, but sentences linked in sequences. It does not teach nouns first, but verbs; and these carefully and systematically. It does not teach by books first, but by the ear first and then (in the same lesson) by book. It uses especially the powers of mental picturing to bring up the scene before the mind's eye, and the power of suggestion to encourage the pupil: and to do this it employs spoken idioms in the foreign language, thus practicing the hearing and speech. Finally, it teaches grammar as time-unities which underlie the tense forms, and not as mere word modification; and it teaches literature according to the scenes and shades of thought in the mind of the foreign author, not on the literal translation.

Granted that the language to be taught is first prepared and arranged in a series of sequential idioms, the principle most used in the actual teaching is that of MENTAL VISUALIZATION or vividness of imagination of the typical scenes to be studied. Everyone can imagine a scene or figure such as he is familiar with in real life; for instance, a road, a rose-covered cottage, a dog, or a dog kennel; he must keep the desired picture in mind when learning, and not the word; one cannot hold two things in mind at once, and in this case the picture is more important than the print.

It is, therefore, the imaginary picture that is employed as the groundwork of this method of teaching, and not the printed book, which is but one symbol of the various sounds that express the picture and the emotion.

If the book be used first, a false association is naturally set up between the printed word and the supposed pronounciation, but the pronunciation will be the incorrect one of the student instead of the correct one of the foreigner; whereas, if the exact sound of an idiom is in the first place associated with the mental picture, the pupil learns to think in the language and then mistakes do not easily occur.

Likewise with grammar—either tenses and rules: if the mind has first a certain clear grasp of a well-arranged set of normal idioms, it sees the rule, as it were, springing into action before it; and can name the rule from previous knowledge of idiomatic usage: while if the rule is learnt first, with examples casually given, it is easily forgotten or unrecognized in practice.

Idioms are far easier to learn than are rules about them; in fact it is easier to learn a thousand good idioms than ten rules, and after learning the idioms the pupil knows them and can deduce, with proper help, the correct rules; while if he learn the rules only, he is certainly astonished when he finds he can put them to any practical service.

Psychology teaches us that we should have the concrete experience or fact first and the rule afterwards, and by this method rules are abstracted and compressed in charts or diagrams that remind the memory at a flash of the whole grammatical structure. These can be used for comparison and the composition of more complex statements.

With every language we should give a large basis of habitual normal idioms first and with this as data, carry on the study of more difficult work. But the early sentences should not be mere exercises; rather should they be complete idioms in general use, the right expressions for normal facts of life. The normal idioms are, so to speak, the palette of colors with which the author, as artist, paints his word pictures on the imagination of his readers.

Largely, the work of a college is the teaching of idiom—cultivated idiom. College work is of two kinds, first—the teaching of technical skill, as in chemistry, physics, and all such subjects as are taught in technical schools; and secondly—theory, which is for the most part exactitude in the use of terms, exactitude of language and idiom. This exactitude is necessary, not only in the varied expressions of everyday life, but in the terminology of literature, science, theology, philosophy, mathematics, each subject possessing a distinct set of terms and formulae peculiarly its own.

Linguistics should aim steadily to systematize language work as science is systematized; and if linguists are to rank as truly educated people, they must apply the methods of science to this problem of language study, just as they are applied in the building of a bridge or a dynamo or the laying down of an electric light plant. We must study efficiencies and relative values.

What is the truly important thing in life? It is not gold, it is not land; it is not even food. It is the Word! The whole problem of education, even of science and of the future happiness of races rests on the Word, on language. Get the words right and all the rest follows. The object of life is the expression of self, the expression of more life, of wider and of nobler life. For clarity, directness and force of expression, we must have arrangement in time-sequence, arrangement in space, arrangement in degree of emotion. Sequence in time is the great aid to thought and memory, and so, to language teaching. Each sequence or series has its own proper set of idioms. Properly tabulated series make the verbal expression clearer and more easily usable.

In listening to a foreign language one hears the sound, and the sound penetrates the ear and sets up associations which cause mental pictures to arise, as inevitably as the semaphore handle moves the semaphore. We all know that association is a very important factor in memorizing. The laws of association should be carefully

and systematically applied in language teaching. How many repetitions of a word, or of an idiom are needed for association to occur? In what order must the associations be placed? At what interval of time? More than two repetitions are required and possibly less than twenty. If we say seven or ten, how are they to be given without being wearisome? With sensible sentences, a less number of repetitions is required than with nonsense syllables or sentences; and less still if linked in time, or in rhythmic form, or occurring as a 'leit motif.' The teacher should arrange not only to create a vivid idea of the scene, but to repeat a new word the number of times required for association; and to repeat it interestingly and with force of association, he must allude to it in connection with the senses, sight, sound, taste, smell, and so forth; at the same time calling up a vivid mental picture of the scene or object he wishes to express.

It requires some training to carry out this associative process properly; but any teacher can practice it to some extent. Indeed, much of the success of good teachers or lecturers is due to their natural power of mental projection, but those who lack it by nature can acquire it by training and practice.

A living language may be divided practically into several distinct languages: boys' language (basic), men's language, (conveying character, or degree of meaning), literary language (nuances or fine shades), technical, and obsolete.

By the psychological method the child's and adult's language is divided up into some 200 categories or "series," and these can be taught in 200 hours—one an hour. Each series contains some 25 sentences or idioms, which, with 25 relative conversational idioms made to accompany each series, makes 50 sentences an hour. A little calculation shows that in 200 hours (1 hour a day for a school year) some 10,000 idioms might be worked over, of which over one-half, if properly taught, would be remembered, and could be used—surely enough to speak with!

Add to this the power of suggestion of success and the constant use of phrases to convey the idea of success, and we have the student constantly expecting to succeed, a habit of mind which is essential to progress and to ultimate attainment. Too often now the student goes in at first with full ardor, expecting to speak a little, if not fluently, in six months or a year; but, alas! the goal retires from him instead of nearing; hard study finds his eye trained, but tongue and ear still rebellious, his ardor damped and his mind despondent. Ofttimes he even gives up the hope of ever being able to speak at all, and contents himself with reading and writing only.

By learning to speak before learning to read the foreign language, the student not only gains the power of both speaking and

reading, but gains it in less time and with less effort than by learning to read first. All that is required is a teacher able to speak and knowing the idiom and who is trained in the work of language teaching as carefully as any other scientific specialist in his own department. The idioms of the different languages once arranged, the training of teachers is but a matter of time.

Every day the pupil learns, by ear, eye and pen, 20 to 50 idioms, and what is more, can use them. He takes courage, begins to speak out, and lo! one day he finds himself talking the language. By copying and reading he can soon read and write it.

Comenius, Pestalozzi, Froebel, Herbart, have urged the reform of language teaching as of the first importance. Throughout Scandinavia, Germany, Holland, England, France, not to speak of Japan and China, the new methods have surged like a tide. In America practical needs require practical methods; and professors would be willing to adopt them provided the necessary encouragement were given by the educational authorities. We want only the practical and printed methods, and of these many are coming forward. The best organized will be the most truly psychological.

An example of a properly linked sequence for an elementary lesson is hereunder given; it is from the series of the Dog; others might be given of greater difficulty or technicality.

Imagine a rose-covered cottage, a French dog, and a French master to unchain it. Then these might be the sentences:

The dog is lying in his kennel,
the dog wakes up,
the dog gets up,
the dog goes out of the kennel,
the dog shakes itself.
The master comes near,
he stoops down,
he unchains the dog,
the dog barks,
the dog wags its tail, etc.

To which are added phrases for use in conversation; these for a class of beginners might be as follows—or for more advanced students with conjugations and proverbs included:

I speak, I teach the verbs.
Do you know them yet?
Yes, I know them, we know them; we shall know.
Repeat, please.
Try. Don't be shy. Courage!
You will soon speak like a native.
You ought to have learnt this when a child.
"No rose without a thorn," etc.

These and similar idioms, in any language, when duly carried out into more advanced work, are at the basis of the whole ordinary language of life. Other sets deal with complex subjects, the vineyard, weaving, railway, steam boat, theatre, or government. Two hundred sets taken from the scenes of farm, city, sea and home, practically exhaust the language of ordinary life; and with such a stock as groundwork, and with similar conversations and due grammar work on charts, we have enough of the language for general use; and the study of the higher literature, prose, poetry, and drama, based, as it invariably is, on the foundation of common idiom, will follow as a pleasure and a proud delight.

It is to be hoped that many American teachers may interest themselves in what is truly an attempt to save them trouble, both in learning and in teaching their pupils, by the psychological methods, and that thus a way will be prepared for a new branch of education—that of Idealogy, or the Science of Mental Picturing.

* * *

Books and Magazines

For Washington's Birthday

It is peculiarly appropriate, when I have come to this city as the guest of the University of Pennsylvania, to quote another of Washington's maxims: "Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." Education may not make a man a good citizen, but most certainly ignorance tends to prevent his being a good citizen. Washington was far too much of a patriot, had far too much love for his fellow citizens, to try to teach them that they could govern themselves unless they could develop a sound and enlightened public opinion. No nation can permanently retain free government unless it can retain a high average of citizenship; and there can be no such high average of citizenship without a high average of education, using the word in its broadest and truest sense to include the things of the soul as well as the things of the mind. School education can never supplant or take the place of self-education, still less can it in any way take the place of those rugged and manly qualities which we group together under the name of character; but it can be of enormous use in supplementing both. It is a source of just pride to every American that our people have so consistently acted in accordance with Washington's principle of promoting institutions for the diffusion of knowledge.

There is nothing dearer to our hearts than our public school system, by which free primary education is provided for every one within our borders. The higher education, such as is provided by the University of Pennsylvania and kindred bodies, not only confers great benefits to those able to take advantage of it, but entails upon them corresponding duties.

The men who founded this nation had to deal with theories of government and the fundamental principles of free institutions. We are now concerned with a different set of questions, for the republic has been firmly established, its principles thoroughly tested, and fully approved.

To merely political issues have succeeded those of grave social and economic importance, the solution of which demands the best efforts of the best men. We have a right to expect that a wise and leading part in the effort to attain this solution will be taken by those who have been exceptionally blessed in the matter of obtaining an education. That college graduate is but a poor creature who does not feel when he has left college that he has received something for which he owes a return. What he thus owes he can as a rule only pay by the way he bears himself throughout life.—*President Roosevelt's Washington's Birthday Address at the University of Pennsylvania.*

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An Objection Answered

"To keep a boy in school till he is 16 years old unfits him for a farmer." What rot! One would think such a fool sentiment came from darkest Russia instead of Sheridan township, Clare county, Michigan. It appears in a protest against the compulsory school law and is signed by about 30 citizens of this republic in this the twentieth century. 'Tis a roll of dishonor, and is a reproach to the county, although it does not fairly represent the county. The sentiment of that protest would better come from Russian serfs than from American farmers. Don't the dear deluded know that there are children 16 years of age within sound of American school bells who can neither read nor write? And that condition exists just because some parents are too ignorant, sordid, selfish, stingy, or thoughtless to care for their children as they should. The average age of the eighth grade graduates of our rural schools in Michigan is under 15 years. If parents had done their plain duty by their children, the compulsory school law would have no terrors for them. Education of the country school unfit the child for a farmer! It unfits him for a brute or beast of burden—that's all. Deport these 30 unpatriotic citizens to Russia—the paradise of ignorant serfs.—*Moderator and Topics.*

The Bureau of the Census has just published a bulletin discussing statistics of illiteracy. This bulletin was written by Dr. Joseph A. Hill, chief of the division of revision and results in that bureau.

Census Bulletin No. 26.

Illiteracy in the United States.

According to the Census use of the term an illiterate is a person not under 10 years of age who is unable to write either in English or in any other language. In most cases the illiterate is also unable to read.

At the census of 1900 the number of illiterates enumerated in the United States, exclusive of Alaska, Hawaii, and all other outlying territory, was 6,180,069. This was approximately one-tenth of the population at least 10 years of age.

In this matter of illiteracy among children the cities makes a much better showing than the rural districts. The line between city and country cannot, however, be very accurately drawn, because cities with less than 25,000 inhabitants are not, for the purposes of this study, separable from the distinctly rural areas. In the country as thus defined the illiteracy among children is 88.7 per 1,000; in the city, using this term to designate collectively cities of over 25,000 inhabitants, it is only 10.4. The contrast is least in the North Atlantic States. In this section child illiteracy in the city is 7.8 and in the country 10.8. In the South the difference is very marked; in the South Atlantic division, 32.4 and 193.4 for city and country, respectively, and in the South Central, 44.9 and 181.3.

The greater illiteracy in the country does not necessarily indicate that the regard for education is less there than in the city. One cause of the difference is the difficulty of providing school facilities for a scattered country population. The development of the school transportation system, already inaugurated in many country communities, will tend to remove this disadvantage. Another circumstance also operating to the disadvantage of the country population is their small per capita wealth, which necessitates a smaller per capita local appropriation for school purposes. Realizing that a certain amount of public instruction is indispensable for the general good of the State, legislatures in many States have imposed a State school tax. This system, by which the wealthier districts are made to assist the poorer, will naturally tend to lessen the difference between city and country in the matter of illiteracy. In this bulletin special attention is devoted to the illiteracy among children which reflects present educational conditions and thus affords a basis for a comparison of the efficiency of public elementary school systems in different parts of the country and among different classes of population. The State in which there is the least illiteracy among children 10 to 14 years of age (3.4 per 1,000) is Nebraska.—*School and Home Education.*

One More Disbeliever in the Mental Discipline Theory of Education

1. The educational value of a subject depends upon

a. Its thought content.

b. The extent to which this content is made effective for use.

2. The quality of mental training obtainable in a given subject depends upon the nature of the body of ideas involved in that subject; hence the doctrine of concentration of studies, whereby a general training is expected from a single body of ideas, is not adequate for modern needs.

3. Conversely, modern educational needs call imperatively for as many types of training as there are distinct and important bodies of thought.

4. Since it is practically impossible to teach all subjects to all pupils with the requisite degree of thoroughness, it is advisable to select representative studies from groups of allied subjects, as in the exact sciences, biology, languages, etc. This is the legitimate field for electives.

5. It has been said that the humanities teach appreciation and the sciences efficiency, but this is an inadequate statement, for each group, properly taught, yields both appreciation and efficiency.

6. One distinctive type of mental reaction is rarely an adequate substitute for any other; thus mathematical reasoning becomes distorted when applied to individual or collective conduct, since the causes in quantitative science are fixed and exact, while in human conduct they are contingent, that is, due to the circumstances that alter cases. The constructive imagination is different in mechanics from what it is in art; it is not the same in biology and history. Memory through insight into principle, as in physics, differs from memory as based upon contingent causes, as in history. (Accident of camp and field, peculiarities of individuals, panics, strategems, personal designs, weather, physical features, etc.)—*Charles De Garmo in School and Home Education.*

* * *

A President's Message to the Boys and Girls

In a recent dedication of a parochial school in Washington, President Roosevelt gave an address, and in it spoke these sensible words:

"The rules of good citizenship are tolerably simple. The trouble is not in finding them out; the trouble is in living up to them after they have been found out. I think we all of us know fairly well what qualities they are which in their sum make up the type of character we like to see in man or wife, son or daughter; but I am afraid we do not always see them as well developed as we would like to.

"I wish to see in the average American citizen the development of the two sets of qualities which we can roughly indicate as sweet-

ness and strength—the qualities on the one hand which make the man able to hold his own and those which, on the other hand, make him jealous of the rights of others just as much as for his own rights. We must have both sets of qualities.

"In the first place, the man must have the power to hold his own. You probably know that I do not care very much for the coward or the moral weakling. I want each of you boys, and the girls as much, and each of you young men and young women, to have the qualities without which people may be amiable and pleasant while things go well, but without which they cannot succeed in times of stern trial. I wish to see in the man manliness, in the woman womanliness. I wish to see courage, perseverance, the willingness to face work, to face, you men, if it is necessary, danger; the determination not to shrink back when temporarily beaten in life, as each one will be now and then, but to come up again and wrest triumph from defeat. I want to see you men strong men and brave men, and in addition I wish to see each man of you feel that his strength and his courage but make him the worse unless to that strength and courage are joined the qualities of tenderness toward those he loves, who are dependent upon him, and of right dealing with all his neighbors."

* * *

The Purpose of the School

The public schools exist to give children the training and instruction which will fit them for citizenship and for life in the midst of a civilized community. The man who cannot read nor write has nothing between himself and starvation, except a pick and a shovel, and the lowest forms of manual labor. He cannot do work in which written or printed directions must be followed. He cannot read the names of stations along the highways of travel nor the bill of fare at a hotel. He cannot write to the dear ones at home, nor read the letters which they send to him. He must get the news of the day from hearsay and trust to others in the marking of the ballot and in the keeping of his accounts. He is out of adjustment with civilized life. If the schools should cease their work for a generation, the human race would lapse into barbarism. In all legislation the time and energy of the teacher should be conserved for the legitimate work of the school; and the schools not be utilized to subserve purposes which lie outside of the training and education of the rising generation.

From one point of view, the work of the high school is a continuation of the work in the lower grades; from another, it is radically different. The elementary school deals with things and their

corresponding symbols as used in reading, writing, reckoning, geography, and grammar; the high school continues this work for the purpose of teaching the right use of books, and of imparting the power to enjoy good literature. The high school pupil has to deal with ideas apart from things. Appeals to the understanding must, indeed, be made in the lower grades—not to do so is to beget cases of arrested development; but the pupil frequently has enough to do if he simply learns to perform the operations. The mind of the child, although perpetually asking the reason why, is apt to be satisfied with reasons and relations that lie on the surface. During the high school period the mind must be taught to penetrate deeper and to think relations that are scientific. Science is the knowledge of things in their causes and essential relations. Cause and effect, reason and consequence, law and its application, the general and the particular, means and end—these are the relations which the high school pupil is expected to seek after and cognize.

The value of scientific habits of thought can hardly be overestimated in an age whose entire industrial development is based upon the sciences. The era of the self-made man is rapidly waning. The beginner in every vocation is expected to bring to his work a thorough control of his powers and as full an equipment as can be obtained from the school during the most plastic period of life.

Sir Humphrey Davy said that he made his greatest discovery when he discovered Michael Faraday. Like the Scotch master in the "Bonnie Briar Bush," who found his highest ambition gratified when he could send bright boys to the University at Edinburgh, the high school teacher does his greatest work when he discovers gifted pupils, inspires them to go to college, and thereby saves God-given talent from being buried in obscurity.

A high school of the first grade *should fit its students for college.* A high school with a course covering two or three years should do work that will be accepted by colleges, so far as it covers the entrance requirements. For the great majority of its pupils, the high school is not a fitting school, but a finishing school. This fact should not be overlooked in making the courses of study.

In all educational discussions it should not be forgotten that the school cannot supply all the essentials of bread-winning and fortune-getting. There are many things essential to success which must be learned outside of the school and beyond the school. Education involves far more than mere schooling. Valuable as the farm and the home are for the educational development of the child, they may nevertheless become the graveyard of talent. When the career of the great men who came from the shop and the farm is traced backward, one always finds somewhere a live teacher who inspired the sense of something to be achieved. The efficient

teacher is the most important factor in a system of public instruction.

The school should not be regarded as a burden which civilization must carry. On the contrary, civilization is the burden which the schools must carry. Abolish the schools during one generation, and the next will lapse into barbarism. Improve the schools and you elevate the life of the people. The school is the most important interest with which legislation has to deal; and the surplus in the State Treasury could be wisely expended upon the right education of the children."—*Report of N. C. Schaeffer, Superintendent of Public Instruction of Pennsylvania.*

* * *

We Need for Experience in Teachers

"The low salaries paid to teachers in most of these small high schools are an inducement only to beginners, and the available college graduates, the class from which it is the usage to select these teachers, are as a rule surprisingly deficient in qualifications for the work. It is easy to account for a part of this deficiency—they are entirely without experience. In this respect they are at a great disadvantage as compared with college graduates of thirty or more years ago, who often earned a considerable part of their college expenses by teaching during the then long winter vacation, gaining thereby a practical and varied insight into school management and methods of teaching. This source of experience no longer exists, for colleges no longer have the old-time winter vacation; and, if they did, there are few of the old-style winter schools seeking teachers. It is possible that, if the summer vacation school becomes more common, it may furnish something like the old opportunity to a limited number of college students who are looking to teaching as their life work; but there is little prospect of much immediate aid from this movement.

"The lack of experience, however, does not account for all the weakness in the teaching of young college graduates. They show generally an almost complete enslavement to a book as the all-in-all in education; a subserviency to its plan that is surprising; a lack of individuality in thought and judgment, and of resource in making information practical, that is even more surprising. A first-year class in Latin, in its twenty-second week, under a teacher who prided herself on her classical record, was asked to put into Latin this simple statement: 'The town will be defended by the citizens.' The pupils had had all the vocabulary, and had given much

time to all the forms and principles needed for the translation; yet it took the whole class over ten minutes to do it, and the mistakes made in the process averaged about three to a word. The strange thing about this was not the stupidity of the class (this was the teacher's explanation), but that the teacher, a woman college educated and trained, then in her second year of service, did not have enough originality and acuteness to inquire into the cause of the poor results and question her methods, and enough resource to adapt or supplement the text-book so as to get more rapid and more definite work. Yet this is only a typical case, that could be paralleled over and over again.

"One other: a class in physics had been laboring for several lessons on 'the universal law of gravitation,' and the weight of bodies at different distances above and below the surface of the earth. In reply to the question, 'Have any of you ever made any use of the principle stated in that law, or do you know of any one who has?' the answer was unanimously in the negative. The pupils were asked to 'think about it,' but not until the suggestion was made that none of them could have ever bought a pound of tea or candy, did a boy raise his hand and venture the explanation that 'we use gravity when we weigh things.' This was the first hint that the class received that the 'universal law' of gravitation had any application to human affairs, or was anything but a string of words. The teacher, a man then in his third year of teaching, explained these defects by saying he had no suitable apparatus. Suitable apparatus! Why, the world is full of it—so full that the apparatus of the laboratory is often in the way. His excuse only emphasized his astonishing lack of resource.

"It seems strange, that young men and women who consider themselves educated are so dependent and resourceless. One is at a loss to account for it. I can only say that in most of the cases about which I made some inquiry I found that the teachers during their earlier years had been exempt from the industrial training of which I have previously spoken. All their education, barring what they may have gotten from amusements, was purely intellectual and from books.

"One or two with whom I have talked about the condition described above have attributed it in part to the lecture and note-taking practice that prevails in colleges. In this (I give their general explanation) the principal training is the habit of passive and unquestioning acceptance."—*Report of the State Examiner of High Schools, Minn.*

A Suggestion Concerning English

Suppose every high school teacher of English should take his Monday morning class period to hear brief oral reports from pupils on some book or portion thereof which has been read since the preceding class period. Let there be no advanced lesson assigned for Monday on that subject. Let there be, however, the understanding that the pupil shall spend the time he would have taken to prepare a lesson in reading some one of a list of books previously given out; books that may be found in the school or public library. The pupils will thus be introduced to good books and a reading habit formed. The drill in English is by no means of little consequence.—*Moderator-Topics.*

* * *

Uniform Examinations

Popular government sometimes fails where county superintendents are selected by popular vote. The forces which come into play at political conventions may prevent the nomination of the best man for this office. Geographical considerations make themselves felt by the time the leading places on the ticket have been filled. The fittest man may be cast aside simply because some one else from his section has been nominated for one of the other offices. The case is still worse when some one with no school experience, but whose political services deserve recognition, is given the nomination for school commissioner or county superintendent. The office may then be filled by a man who cannot pronounce a column of words in a spelling list and who is utterly unfit to prepare a set of questions suitable for testing the qualifications of teachers.

These mishaps in the selection of superintendents have given rise to the demand for uniform examinations. Other causes have conspired to strengthen this demand. The personal equation cannot be eliminated from examinations in which the superintendent prepares the questions and marks the answers. He is tempted to show partiality to the sons and daughters of influential politicians and of school trustees or directors when these have a voice in the selection of his successor. If the law prevents the employment of near relatives of the director, the partiality may be shown to some of the friends in whom the director is specially interested.

In a city in which the superintendent is elected by popular vote, it was found necessary to gain the support of a certain ward boss in order to secure a majority at the annual election. The ward boss had a near relative for whom he demanded a school. The committee of examiners reported that this candidate for a position in the schools could not spell ordinary words, and that she would become the

laughing stock of the pupils if she attempted to put work on the blackboard. "Give her a certificate," said the superintendent, "and I will manage the affair." With the certificate he sent a letter saying: "Never write upon the blackboard."

Among the devices which have been invented to neutralize and overcome these abuses, there is none better than the system of uniform examinations. When the questions are prepared at the State Capitol, sent in sealed packages to the superintendent, and opened by him in the presence of the class, and when the answers are sent back to the department of public instruction to be marked or graded, it relieves the local superintendent of many temptations and annoyances, and of a tremendous responsibility. The rejection of applicants who are below the standard does not create for him the animosities which have ruined the administration of many a conscientious school officer.

Perhaps the greatest advantage in a system of uniform examinations lies in the power which it places in the hands of the state superintendent. It enables him, among other things, to mould the teaching, and to raise the standard of professional qualification in all the schools under his jurisdiction.

The moment a system of uniform examinations is adopted, a new crop of difficult problems spring up to harass the schools. The action of examinations is like the action of drugs in their stimulating and depressing effects upon the human system. The intellect works to the best advantage when the emotions are in a quiescent state. When a city or county superintendent first introduces uniform examinations into all the schools under his jurisdiction the immediate effect is to tone up the work of both teachers and pupils, and to level up from below; but the ultimate effect may be to level from above down, by bringing the work of the best teachers down to the level of the average teacher, whose work is always potent in determining the kind of questions which can be asked. If the questions are made too difficult for the average pupil, the examination stirs up emotions like fear and anxiety, which always interfere with study by lowering the activity of the intellect. It may be accepted as an established truth in modern pedagogy that children have rights as well as duties, that one of the rights of a child is the right to be happy at school. How can the children be happy at school if the teacher is not happy in her work? How can the teacher be happy if her mind is continually haunted by the dread of the unduly rigid and severe examinations which are inflicted upon her pupils by the local superintendent or upon herself by a set of officials at the school department whom she has never

seen and never hopes to see. Oftentimes these far-off examiners prepare their questions upon the basis of a schoolroom experience in the dim past, and their questions may no longer suit the conditions of the school at the present day. If the examiners have themselves ceased to grow, the teacher ultimately fathoms the depth of their attainments and their questions; and thenceforth the uniform examination levels from above downward by starting the teacher towards the dead line which the examiners themselves have reached. —Dr. N. C. Schaeffer in the *Journal of Education.*

* * *

NOTES

Ginn & Co. has published First Year German, by William C. Collar.

The American Book Company has issued a new series of music reader entitled the Harmonic Reader. The authors are F. H. Ripley and Thomas Tappner.

The Elements of Geometry, by Walter N. Bush, principal of the Polytechnic High School of San Francisco and J. B. Clarke of the Department of Mathematics of the same school, has been issued by Silver, Burdett & Co.

Economic Geology of the United States, by Heinrick Ries of Cornell University, has been issued by the Macmillan Company. Price, $2.60 net.

Science of Education, by Richard D. Boone, has been published by Charles Scribner's Sons.

The Macmillan Company has issued Modern English Prose, by George R. Carpenter.

D. Appleton & Company has issued Xenophon's Anabasis, with notes, by Charles Forte Smith.

D. Appleton & Company has issued A Text Book in Botany for Secondary Schools, by John M. Coulter.

J. B. Lippincott Company has issued a new edition of a complete Pronouncing Gazetteer or Geographical Dictionary of the World. It is new and up-to-date in every particular. It is edited by Louis Heilprin and Angelo Heilprin. Price, $10.00.

The Geography of Commerce and Industry, by W. F. Rocheleau, has been issued by the Educational Publishing Co. of Boston, Mass.

The *Atlantic* monthly continues to be the great literary magazine of the country. It is the standard for pure literature. It

is free from the sensationalism of the daily press and the fluctuating waves of faddism that lands their froth in the average monthly magazine.

The *Sunset*, edited by Charles S. Aiken, is a credit to Western literature. Each number is a lesson in publicity of the best in literature, art, drama and commerce of the greater West.

Bailey Millard, editor of the *Cosmopolitan* magazine, has arranged for a conversation with a number of the greatest living men, including Joaquin Miller, to meet and discuss problems, such as Socialism, Municipal Ownership, etc., for publication in the magazine.

The *Review of Reviews* continues to be the standard publication of its kind. Each number is a complete review of the great world events.

* * *

Official Department

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Apportionment of State School Fund

By an act of the Legislature approved March 6th, 1905, a new method of apportioning the State School Fund for the support of the Primary and Grammar Schools became a law. This law went into effect September 1, 1905. The first apportionment under this law was made January 4, 1906. By the old law this money was apportioned among the counties of the State in proportion to the number of census children. Under the present law the census of each school district is divided by 70. For each 70 census children and for each fraction of 70 not less than 20 a teacher is allowed.

A district is allowed a teacher for any fraction of 70, no matter how small that fraction. The number of teachers allowed to the several districts in a county is reported to the State Superintendent by the County Superintendent at the time of reporting the census. In cities in which schools for the deaf have been established an additional teacher is allowed such cities for every nine children in attendance in such deaf schools.

The total number of teachers allowed to the several counties under this law is 7,804. (See Table 1, Column A.)

In apportioning the State Fund on January 4th, two hundred and fifty dollars was allowed the several counties for each teacher. This required $1,950,000. (See Table 1, Column C.) The total average daily attendance in the primary and grammar schools as reported by the County Superintendent June 30, 1905, was 217,-873. The rate per child was $3.41. (See Column D, Table 1.) In Column E, Table 1, will be found the total apportionment to each county.

COMPARISON OF APPORTIONMENTS.

Table 2 is a comparison of the methods of apportioning the State Fund under the present law with those under the law previous to March 6, 1905.

Column A shows the total number of census children. Column B shows the amount of money that each county would have received under the old law, the rate being $6.42 per census child. Column C shows the total apportionment under the present law and is the same as Column E, Table 1. Column D shows the number of counties losing under the present law as compared with that which they would have received under the old law and the amount that each lost. Column E shows the number of counties gaining under the present law and the amount each gained over the method in old law. Column F shows the number of teachers actually employed in the primary and grammar schools of the several counties of the State. Column G shows the average amount of State money received by each county per teacher employed. The amount of the State Fund is $74,820.75, less than it was at this time last year, due mainly to the falling off in the Collateral Inheritance Tax. See statement below for January, 1905, and January, 1906.

The next apportionment will be made about the tenth of July and will be on the attendance basis, the amount on teacher basis being complete.

STATE FUND, JANUARY 2, 1905.

The amount of money in the State Treasury to the credit of the State School Fund, subject to apportionment, is as follows:

Amount unapportioned July 8, 1904		$2,910 57
Received from property tax		1,856,942 18
Received from poll tax		339,735 73
Received from tax on railroads		62,361 93
Received from tax on collateral inheritances		418,491 09
Received from interest on bonds		73,917 85
Received from interest on State lands		14,588 10
Total		$2,768,947 45
Less amount paid on restitution of interest on lands sold not the property of the State	$31 55	
Less amount paid for annulment of certificates of purchase	55 10	86 65
Net amount subject to apportionment		$2,768,860 80

Respectfully submitted,

E. P. Colgan,
State Controller.

STATE FUND, JANUARY 2, 1906.

The amount of money in the State Treasury to the credit of the State School Fund, subject to apportionment, is as follows:

Amount unapportioned July 3, 1905		$2,684 03
Received from property tax		2,019,192 60
Received from poll tax		356,449 71
Received from property tax on railroads		64,814 93
Received from tax on collateral inheritances		138,957 79
Received from interest on bonds held in trust		94,812 43
Received from interest on State school lands		18,192 32
Total		$2,695,103 81
Less amount paid on restitution of interest on school lands sold not the property of the State	$1,015 37	
Less amount paid for annulment of certificates of purchase	3 07	
Less amount refunded on collateral inheritance tax	45 12	1,063 56
Net amount subject to apportionment		$2,694,040 25

Respectfully submitted,

E. P. Colgan,
State Controller.

OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION,
STATE OF CALIFORNIA.

Sacramento, January 4, 1906.

To the State Controller, County School Superintendents, County Auditors, and County Treasurers:

Gentlemen:—Having received a report from the State Controller, showing that there is in the State Treasury at this date two million six hundred ninety-four thousand forty and twenty-five hundredths dollars ($2,694,040.25) of State school money subject to apportionment, I have this day distributed the same to the several counties of the State, in pursuance of the law as follows:

TABLE I.

COUNTIES	*A Number of Teachers, Determined on Census of 1905.	B Average Daily Attendance for the year closing June 30, 1905.	C Apportionment on Teacher Basis	D Apportionment on Attendance Basis.	E Total Apportionment.
Alameda	533.00	19,575	$133,250 00	$66,750 75	$200,000 75
Alpine	3.00	42	750 00	143 22	893 22
Amador	58.38	1,451	14,595 00	4,947 91	19,542 91
Butte	115.67	2,840	28,917 50	9,684 40	38,601 90
Calaveras	70.25	1,530	17,562 50	5,217 30	22,779 80
Colusa	50.05	1,207	12,512 50	4,115 87	16,628 37
Contra Costa	98.00	2,915	24,500 00	9,940 15	34,440 15
Del Norte	20.00	400	5,000 00	1,364 00	6,364 00
El Dorado	66.17	1,151	16,542 50	3,924 91	20,467 41
Fresno	238.34	7,632	59,585 00	26,025 12	85,610 12
Glenn	38.52	826	9,630 00	2,816 66	12,446 66
Humboldt	164.00	4,576	41,000 00	15,604 16	56,604 16
Inyo	23.00	450	5,750 00	1,534 50	7,284 50
Kern	104.00	2,502	26,000 00	8,531 82	34,531 82
Kings	49.95	1,605	12,487 50	5,473 05	17,960 55
Lake	46.34	815	11,585 00	2,779 15	14,364 15
Lassen	35.00	662	8,750 00	2,257 42	11,007 42
Los Angeles	1,030.35	37,044	257,587 50	126,320 04	383,907 54
Madera	43.18	921	10,795 00	3,140 61	13,935 61
Marin	73.44	1,909	18,360 00	6,509 69	24,869 69
Mariposa	32.19	519	8,047 50	1,769 79	9,817 29
Mendocino	151.66	2,706	37,915 00	9,227 46	47,142 46
Merced	73.76	1,606	18,440 00	5,476 46	23,916 46
Modoc	41.00	812	10,250 00	2,768 92	13,018 92
Mono	11.00	182	2,750 00	620 62	3,370 62
Monterey	126.74	2,840	31,685 00	9,684 40	41,369 40
Napa	75.34	2,083	18,835 00	7,103 03	25,938 03
Nevada	76.00	2,012	19,000 00	6,860 92	25,860 92
Orange	113.00	4,027	28,250 00	13,732 07	41,982 07
Placer	80.43	1,937	20,107 50	6,605 17	26,712 67
Plumas	28.00	490	7,000 00	1,670 90	8,670 90
Riverside	116.73	3,255	29,182 50	11,099 55	40,282 05
Sacramento	178.01	5,848	44,502 50	19,941 68	64,444 18
San Benito	53.75	926	13,437 50	3,157 66	16,595 16
San Bernardino	154.48	5,092	38,620 00	17,363 72	55,983 72
San Diego	199.79	4,656	49,947 50	15,876 96	65,824 46
San Francisco	1,406.00	36,850	351,500 00	125,658 50	477,158 50
San Joaquin	159.34	4,762	39,835 00	16,238 42	56,073 42
San Luis Obispo	123.00	2,632	30,750 00	8,975 12	39,725 12
San Mateo	66.09	1,862	16,522 50	6,349 42	22,871 92
Santa Barbara	103.41	2,966	25,852 50	10,114 06	35,966 56
Santa Clara	264.48	8,660	66,120 00	29,530 60	95,650 60
Santa Cruz	107.94	2,784	26,985 00	9,493 44	36,478 44
Shasta	127.00	2,269	31,750 00	7,737 29	39,487 29
Sierra	24.00	556	6,000 00	1,895 96	7,895 96
Siskiyou	108.00	2,106	27,000 00	7,181 46	34,181 46
Solano	103.68	2,819	25,920 00	9,612 79	35,532 79
Sonoma	217.90	5,645	54,475 00	19,249 45	73,724 45
Stanisluas	74.12	1,998	18,530 00	6,813 18	25,343 18
Sutter	40.00	907	10,000 00	3,092 87	13,092 87
Tehama	78.79	1,536	19,697 50	5,237 76	24,935 26
Trinity	25.00	355	6,250 00	1,210 55	7,460 55
Tulare	143.00	3,800	35,750 00	12,958 00	48,708 00
Tuolumne	54.00	1,379	13,500 00	4,702 39	18,202 39
Ventura	80.24	2,087	20,060 00	7,116 67	27,176 67
Yolo	72.29	1,927	18,072 50	6,571 07	24,643 57
Yuba	53.20	929	13,300 00	3,167 89	16,467 89
TOTALS	7,804.00	217,873	$1,951,000 00	$742,946 93	$2,693,946 93

Total number of teachers determined on census of school districts	7,804
Total average daily attendance in primary and grammar schools	217,873
Rate per teacher as provided by law	$250 00
Rate per pupil on total average daily attendance	$3 41
Amount apportioned on teacher basis	$1,951,000 00
Amount apportioned on attendance basis	$742,946 93
Total amount apportioned	$2,693,946 93
Balance unapportioned	$93 32

* The decimal fractions in number of teachers allowed on census (Column A) is caused by joint districts, part of the district being in one county and part in another.

Comparison of the apportionment of State School Fund under the present law as approved March 6, 1905, and the old law.

TABLE 2.

COUNTIES	A Total Number Census Children June 30, 1905.	B Apportionment of State Fund on Census Basis—Old Law.	C Apportionment of State Fund Under Present Law.	D Counties Losing Under New Law with Amount of Loss.	E Counties Gaining Under New Law and Amount of Gain.	F Number Teachers Employed in Each County in Primary and Grammar Schools.	G Average Amount Received per Teacher on Number Employed.
Alameda	35,944	$230,760 48	$200,000 75	$30,759 73	.....	583	$343 05
Alpine	59	378 78	893 22	.....	$ 514 44	3	297 74
Amador	2,381	15,286 02	19,542 91	.....	4,256 89	63	310 20
Butte	4,937	31,695 54	38,601 90	.....	6,906 36	116	332 77
Calaveras	2,635	16,916 70	22,779 80	.....	5,863 10	68	334 99
Colusa	1,857	11,921 94	16,628 37	.....	4,706 43	52	319 77
Contra Costa	5,095	32,709 90	34,440 15	.....	1,730 25	96	358 75
Del Norte	709	4,551 78	6,364 00	.....	1,812 22	19	335 00
El Dorado	1,924	12,352 08	20,467 41	.....	8,115 33	69	296 63
Fresno	12,314	79,055 88	85,610 12	.....	6,554 24	266	321 84
Glenn	1,242	7,973 64	12,446 66	.....	4,473 02	45	277 02
Humboldt	7,738	49,677 96	56,604 16	.....	6,926 20	165	343 05
Inyo	907	5,822 94	7,284 50	.....	1,461 56	22	331 11
Kern	4,356	27,965 52	34,531 82	.....	6,566 30	106	325 77
Kings	2,777	17,456 34	17,960 55	.....	132 21	53	338 87
Lake	1,473	9,456 66	14,364 15	.....	4,907 49	45	318 31
Lassen	1,198	7,691 16	11,007 42	.....	3,316 26	37	297 49
Los Angeles	67,875	435,757 50	383,907 54	51,849 96	.....	1,142	336 17
Madera	1,549	9,944 58	13,935 61	.....	3,991 03	45	309 68
Marin	4,058	26,052 36	24,869 69	1,182 67	.....	74	336 07
Mariposa	872	5,598 24	9,817 29	.....	4,219 05	33	297 49
Mendocino	5,214	33,473 88	47,142 46	.....	13,668 58	146	322 89
Merced	2,644	16,974 48	23,916 46	.....	6,941 98	76	314 69
Modoc	1,389	8,917 38	13,018 92	.....	4,101 54	41	317 53
Mono	423	2,715 66	3,370 62	.....	654 96	12	280 88
Monterey	4,942	31,727 64	41,369 40	.....	9,641 76	132	313 40
Napa	3,334	21,404 28	25,938 03	.....	4,533 75	79	328 33
Nevada	3,436	22,059 12	25,860 92	.....	3,801 80	77	335 85
Orange	6,760	43,399 20	41,982 07	1,417 13	.....	136	308 69
Placer	3,141	20,165 22	26,712 67	.....	6,547 45	83	321 81
Plumas	883	5,668 86	8,670 90	.....	3,002 04	30	289 09
Riverside	5,590	35,887 80	40,282 05	.....	4,394 25	123	327 49
Sacramento	9,664	62,042 88	64,444 18	.....	2,401 30	219	294 27
San Benito	1,633	10,483 86	16,595 16	.....	6,111 30	52	319 14
San Bernardino	9,070	58,229 40	55,983 72	2,245 68	.....	189	296 21
San Diego	8,524	54,724 08	65,824 46	.....	11,100 38	216	304 74
San Francisco	98,178	630,302 76	477,158 50	153,144 26	.....	1,059	450 57
San Joaquin	8,027	51,944 40	56,073 42	.....	4,540 08	169	331 79
San Luis Obispo	4,820	30,944 40	39,725 12	.....	8,780 72	121	328 30
San Mateo	3,559	22,848 78	22,871 92	.....	23 14	70	326 74
Santa Barbara	5,175	33,223 50	35,966 56	.....	2,743 06	110	326 97
Santa Clara	15,909	102,135 78	95,650 60	6,485 18	.....	295	324 24
Santa Cruz	5,598	35,939 16	36,478 44	.....	539 28	118	309 14
Shasta	3,925	25,198 50	39,487 29	.....	14,288 79	125	315 90
Sierra	805	5,168 10	7,895 96	.....	2,727 86	24	328 99
Siskiyou	3,786	24,306 12	34,181 46	.....	9,875 34	105	338 41
Solano	5,170	33,191 40	35,532 79	.....	2,341 39	112	317 25
Sonoma	10,553	67,750 26	73,724 45	.....	5,974 19	217	339 74
Stanislaus	3,078	19,760 76	25,343 18	.....	5,582 42	81	312 89
Sutter	1,332	8,551 44	13,092 87	.....	4,541 43	41	319 33
Tehama	2,793	17,931 06	24,935 26	.....	7,004 20	79	315 61
Trinity	725	4,654 50	7,460 55	.....	2,806 05	25	298 42
Tulare	6,132	39,367 44	48,708 00	.....	9,340 56	154	316 28
Tuolumne	2,300	14,766 00	18,202 39	.....	3,426 39	54	337 08
Ventura	3,979	25,545 18	27,176 67	.....	1,631 49	88	308 60
Yolo	3,076	19,747 92	24,643 57	.....	4,895 65	77	320 04
Yuba	1,848	11,864 16	16,467 89	.....	4,603 73	47	350 38
TOTALS,	419,315	$2,692,002 30	$2,693,946 93			7,884	$341 38

The difference ($1,944.63) in the total amounts of Columns B and C is caused by the closer rate of apportionment under method followed in Column C.

Most respectfully,

THOMAS J. KIRK,
Superintendent of Public Instruction.

Western School News

MEETINGS

National Educational Association, San Francisco, July 9-13, 1906. Dr. Nathan C. Schaeffer, President. The executive officers of the General Committee are: Chairman, Rufus P. Jennings, secretary of the California Promotion Committee; Treasurer, Andrea Sharboro; Secretary, Dr. Percival Dolman, principal of Hamilton School.

The headquarters of the Local General Committee of the N. E. A. in San Francisco is No. 25 New Montgomery Street. All correspondence should be addressed to the Chairman of the General Committee, Rufus P. Jennings.

Southern California Teachers' Association, December 19, 20, 21. Mark Keppel, Los Angeles, President.

California Teachers' Association. Dr C. C. Van Liew, Chico, President, Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary. Place of meeting, Fresno, Dec. 26, 27, 28, 29.

NOTES

F. F. Bunker resigned from the State Normal School of San Francisco to accept the place of Assistant Superintendent of Schools of Seattle, Washington. He was on the ill fated steamer Valencia, that was wrecked near Cape Flattery. His wife and two children, who were with him, were drowned, but Mr. Bunker miraculously escaped, after making heroic efforts to save his wife and children. The sympathy of the entire educational force of the West is with Mr. Bunker in his awful bereavement and terrible experience.

Dr. W. R. Harper the president of Chicago University is dead. Prof. Judson has been selected to act as president.

Herbert Burrage of the Bakersfield High School died of pneumonia January 15th.

Prof. Geo. R. Kleeberger, formerly of the Visalia High School, is now a representative of the Whitaker & Ray Company. F. A. Swanger is his successor in Visalia.

There are complaints from Arizona on account of the scarcity of teachers.

O. W. Erlewine has been re-elected City Supt. of Sacramento, Cal.

Supt. James A. Foshay, of Los Angeles, has resigned to accept the presidency of the Fraternal Brotherhood. He leaves the position in public schools paying the highest salary, and in his new position gets $2,000 more than he received as Superintendent of Los Angeles.

There was held a teachers' institute of unusual interest in Manila on December 12, 1905.

The *University Press* has issued in neat form three addresses of President Wheeler: "The Relation of the Pacific Coast to the Orient," "The Abundant Life," "The Whole and the Parts in California Education."

Miss May Dexter has been appointed Superintendent of Schools, vice Minnie DeVilbiss, deceased. Miss Dexter is an experienced teacher and has fine executive ability, and her appointment meets with general approval.

Judge Burnett, of Santa Rosa, has rendered a decision in the case of James Ferguson vs. County Board of Education. Judge Burnett held th

Mr. Ferguson should have made a formal demand for his certificate before beginning suit, and dismissed the action. The judge ruled, however, that County Boards of Education do not have the power to revoke certificates without giving the defendants a proper hearing.

Ginn & Co., Fisk Teachers' Agency, Silver, Burdett & Co., Bradley Co., Anna McNeil, Pacific Coast Teachers' Agency, Educational Publishing Company have moved into new quarters, 717 Market Street, near Third.

J. D. Sweeny has resigned the position of principal of the Sterling Schools, and has entered upon a business career. It is to be regretted that such able schoolmen are compelled to leave educational work in order to get a fair salary and a reasonable degree of permanency.

E. E. Balcomb, formerly of this State, has been elected to the State Normal School at Weatherford, Okla. He is introducing agriculture in the schools of the State. Mr. Balcomb is also getting up an excursion for the N. E. A. to San Francisco next July.

State Superintendent Thomas J. Kirk has called the Biennial Convention of City and County Superintendents to meet at Coronado, May 1st.

"California, Queen of Old Columbia," continues to be the most popular of California songs yet written. It was sung at the Portland Fair and received the highest praise. It has been endorsed by State Supt. Thomas J. Kirk and other notable educators. The words and music are by Jennie L. Thorp. Send ten cents for sample copy. Address Jennie L. Thorp, Dos Palos, Cal., or The Whitaker & Ray Co., 711 Mission St., San Francisco.

* * *

Applicants for Advanced Certificates

Examinations for teachers' certificates in high school grades will be held by the State Board of Education, during the week beginning Monday, March 12, simultaneously in three cities—Los Angeles, Chico and Berkeley. The Examination Committee consists of J. F. Millspaugh of Los Angeles, C. C. Van Liew of Chico, F. B. Dresslar of Berkeley.

For more detailed information the applicants are required to address the member of the committee at the place they expect to take the examination; they must send to the Superintendent of Public Instruction for the proper blank upon which to make their application; this blank accompanied by a fee of $5, must be filed with the same official at Sacramento, not later than March 5, stating at which of the three cities they intend taking the examination.

The State Board has appointed the following expert examiners to grade the papers of applicants: Mathematics, W. H. Baker, State Normal School, San Jose; J. M. McPherson, Los Angeles High School. History, E. I. Miller, State Normal School, Chico; Mrs. Rose V. Winterburn, Los Angeles. Literature, Miss Gertrude Berg, Chico; P. W. Kaufman, Pomona. Language, A. F. Lange, Alameda; John Gamble, High School, Haywards. Classics, Morris C. James, High School, Berkeley; Miss Alice Younglove, High School,

Ventura. Modern, Miss E. Garretson, Alameda; Miss Elsie Wartenweiler, High School, Auburn. Physical science, Geo. L. Leslie, High School, Los Angeles; C. L. McLane, Fresno. Biological science, Miss Susan G. Stokes, Orange; Fred Koch, San Francisco. Political science, Duncan McKinnon, San Diego; Thomas P. Downey, Modesto. Education, E. M. Cox, Santa Rosa; E. P. Cubberly, Stanford University.

* * *

National Educational Association

Secretary's Office

Winona, Minn., Jan. 23, 1906.

To the Educational Press:—

The Executive Committee are pleased to report gratifying progress in the local arrangements at San Francisco for the Forty-fifth Convention next July. A great meeting of the California State Association was held at Berkeley during the holidays, at which about 4,000 members were enrolled. A still greater attendance is expected from California at the N. E. A. Convention.

Mr. Rufus P. Jennings, chairman of the Local Executive Committee, 25 New Montgomery street, San Francisco, gives assurance that the Local Executive Committee will be pleased to furnish to the educational press, on application, cuts and well written matter concerning San Francisco and California, to any extent desired.

The Executive Committee have selected the Hotel St. Francis on Union Square as the general headquarters of the Executive Committee, Board of Trustees, and Department Officers. Since it would be impossible to accommodate at the St. Francis any considerable number of States with parlors for state headquarters, the Executive Committee advise that the Palace Hotel on Market street be selected for state headquarters.

At the conference of department presidents in Chicago, December 29th and 30th, every department was represented and very satisfactory progress was made in formulating the various programs. Several joint sessions of departments were arranged. As a rule, there will be fewer topics for each session than usual with more complete elaboration of each and more time for discussion. Six half-days were allotted to department meetings, thus reducing the number of meetings in session at one time.

There will be a session on Wednesday afternoon in the Greek Theater of the University of California at Berkeley—a half-hour's ride across the bay by boat, and by rail.

The sessions have been extended to include Saturday, July 14th, in order that there may be a special session on Saturday forenoon in the chapel of Leland Stanford Jr. University at Palo Alto—one hour's ride from San Francisco.

Very favorable reports are received from nearly all States, which indicate that there is a widespread interest in the next convention and that the attendance will be large.

Since the issue of the "Special Announcement"—in which it was stated that a rate of one fare for the round trip, plus the membership fee of

$2.00, had been granted by the lines of the Transcontinental Association—the Western Passenger Association, the Central Passenger Association, the Trunk Line Association, and the New England Association, have joined in granting the same rates and ticket conditions.

IRWIN SHEPARD, Secretary.

* * *

To Increase the Available Supply of Teachers the Following Resolutions Were Passed at the S. C. T. A.

Therefore, be it resolved, that Section 1775 of the School Laws should be made more elastic by the State Board of Education, in its application to graduates of State Normal Schools not on the accredited list, and providing the graduate presents credentials of successful experience in teaching.

Resolved, that the Legislative Committee of this association be directed to secure, if possible, legalization as certificates, for teaching in the first and second grades of elementary schools of all kindergarten diplomas issued by institutions accredited by the State Board of Education.

Resolved, that this association express its disapproval of the present system of publication and supply of text-books by the State, and, as a substitute, urge the desirability of securing such modification of existing constitutional and legislative provisions, as will permit of purchase of text-books directly from publishers.

Resolved, that the association express its approval of the plan of municipal or district ownership of text-books and their free supply to pupils, and that, looking to this end, a committee of three be appointed to work in connection with a like committee, that may be appointed by the State Teachers' Association for the consummation of the plan by all rightful means within its control.

Whereas, the compulsory-attendance law of California has proven inadequate in its operation and too limited in its application, therefore be it

Resolved, that this association recommend the passage of the law providing for night schools and providing a fund for the maintenance of the same, in towns and cities of 1,500 or more inhabitants, and in conjunction with these provisions, the passage of a compulsory-attendance law, compelling the attendance, at these night schools, of all children between the ages of 12 and 16 years, who for good cause cannot attend the day school and who have not already had schooling the equivalent of that usually provided by the eight grades of our elementary school courses.

* * *

SUMMER SCHOOL ANNOUNCEMENT.

President Dailey of the StateNormal School has just issued the advance announcement of the coming summer school, which will be opened Tuesday, June 26th, and will continue six weeks. In addition to the regular normal faculty Professor Elwood Cubberly, head of the department of education at Stanford University, will give courses in education, and Professor Frederick H. Ripley of Boston and Miss Estelle Carpenter, supervisor of music in the San Francisco public schools, will give courses in music.

The Western Journal of Education

March, 1906

SPECIAL NUMBER

CONTAINING PART OF THE PROCEEDINGS OF THE

California Teachers' Association

CONTENTS

PAGE

EDITORIAL - - - - - - - - - - - - 131

The Opportunities of Next Summer—A Fight for the Children—The Examination for High School Teachers.

OFFICERS AND COMMITTEES FOR 1905 - - - - - 135

CONSTITUTION OF THE C. T. A. - - - - - - - 140

GENERAL SESSIONS - - - - - - - - - 144

Address of President James A. Barr—The Whole and the Parts in California Education—Benj. Ide Wheeler; The Teacher Who Succeeds—J. H. Ackerman; Fads and Fancies vs. the Three R's—A. E. Winship.

COUNCIL OF EDUCATION - - - - - - - - - 161

Minutes—Reports—The Development and Maintenance of Professionalism Among Teachers—Allison Ware; Supervision of Rural Schools—Minnie Coulter; Supervision of Rural Schools—Duncan Stirling; Supervision of Rural Schools—Elwood P. Cubberley; The Training of Teachers for Rural Schools—Minnie Coulter; Tenure of Office of Teachers, Laws Relating to the Same, and How Tenure May Be Improved—High School Education—F. F. Baker; State Teachers' Reading Course—Kate Ames.

DEPARTMENT OF EDUCATION. *Thomas J. Kirk, Superintendent of Public Instruction* - - - - - - - 223

Department of School Boards and School Trustees—School Sanitation and Hygiene—Gov. Pardee; Boards of Health in their Relation to the Public Schools—N. K. Foster, M.D.; Professional Training of Teachers—Jesse F. Millspaugh; Competitive Examinations and Probation—Alfred Roncovieri; Selecting From Teachers Who Apply vs. Searching for the

CONTENTS—Continued

PAGE

Person—E. E. Keech; Selection of Teachers—T. L. Heaton; Duties and Relations of City School Boards and Superintendents—C. L. McLane; Supervision and Visitation by School Boards—Chester H. Rowell; Creating Public Sentiment in Favor of Public Schools—S. C. Evans; Improvement of School Grounds—Edw. Hyatt; School Furnishings and Decorations—Robert Furlong; Model Plans and Specifications for City School Buildings—J. W. McClymonds; Model Country School Buildings—W. H. Weeks; Specifications for Model Country School Buildings—W. H. Weeks.

COUNTY BOARD ORGANIZATION - - - - - - - 303

Reports—Minutes—Certification of Teachers by County Boards and Reciprocity Among County Boards—J. F. Barbee.

ELEMENTARY SCHOOL ASSOCIATION - - - - - - 313

Grammar Applied to Language Training in the Primary Grades—B. Dena Lottman; Methods in California History in the Elementary Schools—Frank L. Huff; History in the Grammar Grades—Chris Runckel; Handicraft in Public Schools—Miss Carre Gantner; Word Study in the Public Schools—F. W. Hoffmann; Technical Grammar for Fifth Grade—C. V. Osborn.

HIGH SCHOOL TEACHERS' ASSOCIATION - - - - - 324

Peports—Student Activities—Geo. A. Merrill; The Pupil Who Is Not Going To College—James Ferguson; Historical Review of Recent Discussions Concerning the Articulation of the Elementary and the High School—Herbert Lee; The Relation Between the Elementary Work and the Secondary Work—C. E. Rugh.

LIBRARY ASSOCIATION OF CALIFORNIA - - - - - 371

Reports—Methods in the School Circulation of Library Books—George T. Clark; Is There a Need for Instruction in Library Methods by the Normal Schools and Universities?—Frank B. Cooper; Shall the State Texts Be Supplemented—Frank F. Bunker; How Can the Child be Led to Read Good Books by the Teacher?—Wm. P. Kauffman.

DEPARTMENT OF NATURE STUDY AND AGRICULTURE IN JOINT SESSION WITH STATE FARMERS' INSTITUTE 385

School Gardens—B. M. Davis; School Gardens—A. J. Pillsbury; Address by President Wheeler—What Shall Be Done With Our Boys?—Gov. Pardee; A System of Agricultural Education for California—A. C. True; Concerning Some Common Sense Ways of Interesting Public School Children in Nature Studies Relating to Agriculture, Horticulture, Vitriculture and Farm Life—John Swett.

DEPARTMENT OF MUSIC - - - - - - - - - - 411

WESTERN SCHOOL NEWS - - - - - - - - - - 415

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MARCH, 1906

EDITORIAL

The Opportunities of Next Summer

The N. E. A. is coming to San Francisco and the teachers of the Pacific Coast are to have what is for them, the rare privilege of attending its meetings at a small expense of time and money. This is a great opportunity and one which should be embraced by all of us. It is a chance to show to our fellow teachers of other States what our interest in education really is; it means an opportunity to see and hear the educational leaders of America. If only one of these men came, the grand old man who is United States Commissioner of Education, it would be our duty as well as our great privilege to make a pilgrimage to meet him and to hear his message. The low rates which the railroads offer make it quite possible for every school teacher who cares to do so to attend this meeting. Indeed, the railroads are putting a much greater inducement before the teachers. From all points west of Ogden and El Paso and south of Portland the round trip rate will be one fare plus two dollars, and for teachers and members of their families these tickets to San Francisco will be available on and after June 1st, and are good until September 15th. This the railroads are doing to enable the teachers of the Pacific Coast to combine attendance of the N. E. A. with attendance at the Summer Session of the University of California or that of the State Normal School of San Jose. Every teacher on the coast wants to be present at the N. E. A. meeting and most of them will find a way to come. Our people have a well deserved reputation for doing things in a large way and our representation at this great gathering is sure to be large. But stronger inducements to come are offered. One may spend six weeks at the Summer School at Berkeley or San Jose and attend all the meetings of the N. E. A. for but little more than it would cost to live in a hotel in San Francisco and go to the N. E. A. meetings alone. Such an opportunity for professional improvement at a trifling cost has never before been open to the teachers of this coast. These are both good schools, indeed they are the best schools of

their kind in this country. Ask any teacher who has attended either of them whether it is greatly worth while to spend a summer in them and you will get but one answer. The work of the normal school is designed expressly for elementary teachers who have not had professional training. The work of the Summer Session at Berkeley is designed for both high school and elementary school teachers. Any teacher may find instruction suited to his capacity there. It is intended to give courses on the teaching of practically every subject in the elementary and high school courses of instruction. Practical elementary school men will be in charge of most of this work and the best teachers of teachers in the county will be there to assist them. If one wants to learn more about teaching, there is no better place to go and if one wants to enlarge his education by studying Literature, History, Mathematics, Philosophy, Chemistry, Physics, Botany, Music, or any of the other subjects which belong to a general culture course, no better opportunities could be found anywhere than that which is offered here. The ablest teachers of these subjects have been engaged to meet the unusually large classes which will assemble at Berkeley on June 25th at the opening of the session. John Adams, the distinguished principal of the University of London Training College and the wittiest schoolmaster who ever wrote on the theory of education will be there. So will Frederick Turner and Prof. Wolle and Prof. Penniman and George Burton Adams and a half dozen others of international reputation. It is the chance of a lifetime and should not be missed.

* * *

A Fight for the Children

We know of nothing of which Californians have more reason to be proud than the adoption and enforcement of that trinity of child saving measures, the Compulsory Education Law, the Child Labor Law and the Juvenile Court Law. These laws were proposed by different agencies which regarded them as more or less distinct. Experience has shown that they are the necessary parts of child-saving legislation and as such they merit the heartiest support which can be given them. We have no figures to show the number of children whom the Compulsory Education Law has pro-

tected in their right to an education, but there is every reason to believe that that number is not small, as many communities in the State have been active in enforcing the law. No figures are at hand, either concerning the work of the Juvenile Court, which has been very thorough-going, and has met with excellent results. With the Child Labor Law we are on surer ground. State Labor Commissioner, Mr. W. V. Stafford, declares that one result of the rigid enforcement of this measure has been to increase the school attendance in San Francisco by over 2,000 children and that fully 5,000 children in the State who were working last year are in school today. Not a bad result, is it? Yet it was accomplished by a bit of wise and progressive legislation, which was opposed as bitterly as it could be when it was first proposed. Some discontent is expressed from time to time with these laws. Occasionally a schoolmaster has doubts as to the expediency by requiring all children to attend school. Its a poor sort of school which is not good for a child. The poor widow must be supported by her children, he thinks, and it is not always a good thing to keep a boy from working. But what about 10,000 boys and girls who were deprived of their right to an education because of just such quibbling as this? There are very few widows who must live off the earnings of their children and if there were thousands of them it would be the worst statesmanship possible to allow the burden of maintenance to be shifted to the immature shoulders of boys and girls. Child labor is due to the greed of parents, the greed of employers for cheap labor, or the greed of the community to escape the cost of caring for the child to the extent of maintaining him even, that he may be guaranteed his right to an education: "This greed," says Mrs. Kelley, "disguises itself under the form of solicitude for the moral welfare of the children. This solicitude for childish morals insists that 'children must not be habituated to dependence,' quite forgetting that dependence is the quality bestowed upon childhood as its distinguishing characteristic." Child labor in factories or stores, where it is intended to help parents in the support of a household, is not to be countenanced. Weak and deformed bodies and stupid, unintelligent and wicked minds result from it. It is a most serious question and California must not for a moment relax her efforts to solve it in the right way. The public-spirited people

of the State will not fail to support this, the cause of the most unfortunate of our children, neither will they be slow in expressing their appreciation of the splendid work which some of their most efficient servants are doing for them.

* * *

The Examination for High School Teachers

The State Board of Education has introduced a much needed reform by its resolution to hold a public examination of candidates for the High School Credential who are not possessed of the specific educational certificates upon which the law authorizes the issuance of the credential without examination. Formerly many deserving men and women were excluded from any opportunity to show their fitness to teach in the high schools. The new rule makes it possible for them to compete for high school appointments and is therefore a step in the direction of democracy in education.

The date of the examination has been fixed for the week beginning March 12th, and the examination may be taken at Chico, Berkeley, or Los Angeles.

Every care has been taken to provide for a thoroughly honest and impartial examination. The questions are to be selected from lists prepared by the separate members of the State Board. They will be sent sealed to the member of the board in charge of the examination. When the papers are handed in a number will be stamped on the back of each, the name slip will be removed and those on each subject will be sent to the two readers appointed by the board, who will report upon them independently. These reports, when averaged, will constitute the mark of the candidate for that particular subject. In case of discrepancies on the part of the examiners, the board may ask for a re-examination of the papers in question. Each list of questions will be made by at least three different men, and each paper will be read by two other persons who have had no part in the preparation of the questions and are allowed no knowledge whatever of the authorship of the papers which they read. If this plan does not produce an absolutely fair examination, it is difficult to conjecture one that would.

PROCEEDINGS AND YEAR BOOK

OF THE

California Teachers' Association

IN CONJUNCTION WITH

California Library Association

AND

State Farmers' Institute

Berkeley, California, December 26, 27, 28, 29, 1905.

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Constitution of the California Teachers' Association

PREAMBLE

For the purpose of furthering the educational interests of the State, of giving efficiency to our school system, of furnishing a practicable basis for united action among those devoted to the cause in which we are now engaged, and of securing and maintaining for the office of teaching its true rank among the professions, we, the members of this Association, do hereby adopt the following

CONSTITUTION

NAME

SECTION 1. This organization shall be known as the California Teachers' Association.

MEMBERSHIP

SEC. 2. All persons who are now, or who may be hereafter officially connected with the public or private schools of the State, or interested in the cause of education, may become members of this Association by signing the constitution, and paying the annual fee of one dollar, provided further, that no member shall have a vote in the management of the Association unless he has been for the preceding year a member of the Association, and has paid his dues for the current year. The Secretary of the Association shall annually publish in the November number of the "Educational Journal" of this State, without expense to the Association, a list of the members; provided, however, that before dropping any member for non-payment of dues, such member shall, one month before that publication, be notified that dues for the current year are now payable.

OFFICERS

SEC. 3. The officers of the Association shall be a President, two Vice-Presidents, a Secretary, an Assistant Secretary, a Treasurer,

and a Railroad Secretary, whose duty it shall be to make arrangements for the rate of transportation of members of this body; and these officers shall constitute an Executive Committee.

Term.—All officers shall serve for a term of one year.

Election.—The election of the foregoing officers shall be by ballot, and any member may place a name in nomination for any office; provided, however, that no nominating speeches shall be permitted, and that if no person shall receive a majority of the votes cast for any office upon the first four ballots, at each ballot thereafter the name upon the list receiving the lowest number of votes shall be dropped, and so on until the majority of the votes shall have been secured by one candidate; and this election shall take place at the opening of the afternoon session of the second day of the winter meeting.

DUTIES AND POWERS OF THE EXECUTIVE COMMITTEE.

SEC. 4. It shall be the duty of the Executive Committee to fix the time of holding general meetings of the Association, to prepare programs, to procure attendance of lecturers and other speakers, and to make all the necessary arrangements for the meetings.

Indebtedness.—They shall not incur any indebtedness in excess of the funds in the hands of the Treasurer.

Vacancies.—They shall have power, by majority vote, to fill all vacancies in office occurring between meetings of the Association.

Annual Report.—They shall make the Association, on the last day of its winter meeting, an annual report of its finances and membership, which report shall be submitted in writing.

Order of Business.—The Executive Committee shall have power to arrange the order of business at all the meetings, provided that reports of standing committees shall be heard on the afternoon of the second day of the winter meeting.

MEETINGS

SEC. 5. There shall be a general meeting during such days as the Executive Committee shall determine, at a point to be de-

termined by the vote of the Association, in the same manner as heretofore prescribed for the election of officers, so that the claims of each city to consideration may be presented by one speaker, who shall not occupy more than five minutes; and the Executive Committee may call a second meeting in June or July at such place as they may determine.

CLAIMS

SEC. 6. All claims against the Association shall be paid by Treasurer upon the order of the President, countersigned by the Secretary. Whenever the Treasurer shall doubt the validity of any claim, for which an order on the Treasurer may be presented, he may submit the same to the Executive Committee.

AMENDMENTS

SEC. 7. The Constitution may be amended or altered, provided at least one day's notice, in writing, embodying the amendment or amendments to be made, be given in open session of the Association; and provided, further, the same shall be approved by a two-thirds vote of the members present, which vote shall be taken not later than the next to the last day of the general session.

COUNCIL OF EDUCATION

SEC. 8. The Advisory Board of this Association shall be composed of fifteen members, who, together with the State Superintendent of Public Instruction, shall constitute the Council of Education. Its duty shall be to consider and report to the general body the desirability and means of securing reform in educational legislation practice.

The term of office for members of this Council shall be five years; provided, however, the first list of members shall be appointed by the President of the Association immediately upon the adoption of this section; three to serve for one year, three for two years, three for four years, and three for five years; and annually thereafter three members shall be appointed by the Executive Committee of the General Association to serve the full term of five years. The Executive Committee shall also have power to fill all vacancies occurring in the Council between the meetings of the Association; the appointments so made to be sub-

ject to the confirmation of the General Association at its ensuing meeting.

And it is further provided that the President of the Association shall, in appointing the list of members, designate the State Superintendent as Temporary Chairman, and shall also designate a Temporary Vice-President and Secretary, and these three shall act as Temporary Executive Committee of the Council, prepare its first program, and serve until a permanent organization is perfected.

The first meeting of this body shall be held in the month of July, 1902, at a time and place to be designated by the Executive Committee of the Council herein provided for, and thereafter the Council shall meet semi-annually, alternating its sessions between the cities of Oakland and Los Angeles.

Amendment to Section 8 (December, 1901):

"The Executive Committee of this Association shall elect ten additional members of the Association, two of whom shall serve for five years, two for four years, two for three years, two for two years, and two for one year. The Executive Committee of this Association shall have power to fill all vacancies occurring in the Council.

"All members of the Council must be members of the Association, and should any member of the Council permit his membership in the Association to lapse, he shall be considered as having withdrawn from the Council, and the vacancy shall be filled by the Executive Committee of the Association.

"The Council shall have power to hold such meetings and elect such officers as it may determine. Eleven members shall constitute a quorum of the Council. All members shall be notified in writing of the time and the place of the meetings of the Council of Education. The Council shall have the power to make expenditures of money under such provisions and prohibitions as may be imposed by the Executive Committee. The Council shall have power to prescribe rules for its own government. Such rules may prescribe forfeiture of membership in the Council for lack of attendance on regular meetings of the Council."

General Sessions

JAMES A. BARR
President

MRS. M. M. FITZGERALD
Secretary

Address of President James A. Barr

I congratulate the Educational workers of California on the great showing that has been made at the Berkeley Meeting. Counting the various activities that have taken part in the Session the attendance has been at least 7,000, and may reach 8,000. While statistics are usually dry, I feel that you will be interested in a few figures showing the strength of the California Teachers' Association and the strength of the Association as compared with other state organizations. About a month ago I sent letters throughout the United States asking for the membership of each State Association. Replies have been received from 35 States and Territories showing memberships ranging from 50 in New Mexico to 2,997 in Wisconsin. Included in the returns are such great States as New York, Massachusetts, Minnesota, Missouri and Michigan. The members of the C. T. A., since its organization, has ranged from 197 to 2,165. The high water mark was reached in Los Angeles in 1902. How stands the Association today?

The paid up membership for the Berkeley Meeting at 2 o'clock today amounted to 3,938, with a number of cities and counties yet to hear from. When the returns are all in, the membership will be more than 4,000. Thirteen States have more teachers than has California. Today, however, the returns show that the C. T. A. is the strongest State organization of teachers in America. But one organization in America, and that means the world, is stronger —and that is the National Educational Association.

If the organization is maintained, and I feel that it will be, it will mean great things for the cause of Education and for the teachers of California.

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The Whole and the Parts in California Education *

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It were a supererogation to bid teachers of California welcome to the Unievrsity of California. They are the stockholders of its corporation, the apostles of its evangel, living epistles of its faith,

*Address delivered before the California Teachers' Association during their annual meeting, in the Harmon Gymnasium, December 27, 1905.

partakers of its vitalizing sacraments, and withal children of the blood. The University is the repository of their standards, their Delphi of the tripod and the oracle, their Mount Zion of the altar and the ark of the covenant, their temple of inspiration, and their citadel of refuge. The University is *theirs*—their unmistakable own, and it belongs to no man to bid them welcome to the gates within which they always and ever have their spiritual place and home. As an administrative institution, however, it has its formal regulations under the supreme control of a public trust, the Regents of the University of California, and under the guidance in educational policy of a faculty known as the Academic Senate. Speaking for both these bodies in terms of the government formal and carnal, I beg to assure you all with warmth and joy of heart that every gate is flung open and unhinged, that every one of you is entered and matriculated, that every subject you represent is fully accredited. If there is any form of action or of expression I can adopt which will give you to feel beyond peradventure that here on our grounds, in our buildings, in our homes, and in our hearts you are genuinely *at home*, I beg you will assume the act performed and the word said, for so it is our will to do. Making yourself at home means not waiting to be entertained, not waiting to be asked, but asking for what you want, unless you happen to see it—in which case you take it.

That the results of this Berkeley meeting may tend toward the spiritual uniting in work and purpose of all the educational forces of this State is the one devout prayer flamed heavenward from the fireside-altar of the University, around which we have gathered. And these are the petitions of the single prayer: that we may see eye to eye, that we may join hand in hand, that we may sink all separate interests of locality, subject, and institution in one united movement against the common foe whose hordes fill all the plain, flaunting their haughty standard of the triple device: ignorance, lawlessness, and the sordid view.

The community we live in, represented by the governmental form of the State of California, is classed among the historic societies of human kind as a *progressive* community. Its claim to that classification is earned by sharing with other like-titled communities the larger hope regarding its successors. It desires to place in their hands the means of a larger realization of life. It desires to leave things better than it found them. It means that its children shall have better opportunity of living their lives for all they are worth than it had itself. It has assumed this progressive attitude because it has learned from an experience of the widely varying effectiveness of individual lives in a free field, how plastic a thing a life-opportunity is. The picture of a widowed mother toiling with her hands and denying herself in the retirement of a plain, unno-

ticed life, that her son may have an education toward a fuller life than hers, sustained and amply rewarded for all privations by that larger hope for the boy established in a sure faith that he will have a free chance in the world—one picture like that, typical, as everybody knows, of countless cases over the face of the land, brings the vindication and the crown of glory to our system of free democracy as a school of human progress.

In no community of the world today is the consciousness of individual freedom keener than in this State. Nowhere do men feel within them more certainly the self-determining instinct,—freedom to range in the broad elbow-room, power and opportunity to set things agoing, to save or to slash, to laud or to vituperate, to make or to break things in general or their own substance and careers in particular according to their own seemeth-good, under crystalline clear conviction that they and their chance are their own in fee simple, and that the risk and the prize are theirs and nobody's else. Under the dome of the universe they stand erect and are not afraid.

From out a soil joined of this individualistic independence and the progressive idealism familiar and akin thereto, has arisen the California zeal for public schools. People will be found in the towns and districts to differ in their opinions not infrequently nor dispassionately concerning the location of a schoolhouse, the choice of a teacher, or the arrangement of a curriculum, but if a man opposes schools and education altogether, he is not ranked as a good citizen. There is apparently no subject upon which our singularly alert and reasonably controversial population is so nearly agreed as upon the desirability of maintaining education. The best buildings in our country towns are the schoolhouses, and there is nothing for which the people tax themselves so willingly as for the maintenance of schools. It would not be difficult to tell why they do this. The considerations we have just now been traversing lead directly up thereto. They want their children to have the best possible chance of making their lives effective to the full; they want the communities in which they live to move ahead. This is clear enough, but who can tell us just why they think the present thing we call education will bring this about? Some one may say, they don't think at all. Indeed they do; some of them a great deal, most of them more or less, and only a sodden few take it all for granted. But the amazing thing is how much faith they have in us teachers, faith that after all we know what it is all about,—more faith sometimes than we deserve; for are you sure that we are perfectly clear in our own minds how our teaching and the things we teach, how all this mechanism and routine of grades and courses, of multiplication tables and paradigms, of textbooks and laboratories, bear upon the

distant but desired result? Probably it is just as well we should not be always thinking about this, and better that we go right ahead and do plain, faithful teaching, but sometimes we are bound to stop and think, else we should soon be absorbed in running a ticking clock robbed of its face and hands. How easy it is for us humans to relapse into sleek satisfaction with seeing the wheels go round, and forget entirely the output!

The plain is dotted with schoolhouses; libraries, apparatus and laboratories are within, such as the old red schoolhouse never dreamed of; teachers are there in platoons and march to associations by battalions and regiments; five normal schools and various departments of education and persuasive prophets at multitudinous institutes join in conveying the mysteries of the subtle teaching art to throngs of eager neophytes; colleges and universities widen their doors to every craft and science,—metaphysics, astrophysics, football and irrigation; the presses at Sacramento clank and perspire with reams of textbook paper; and superintendents and trustees and county boards and editors and teacher-agents and book-agents and principals and college presidents fill all the foreground with their dignity, all the hallways with their wares, all the platforms with their kindly persons, and all the air with their good advice. And what is it all about?

It is all about a congeries of processes apparently held together by the mystical title of education, a mass whose shapelessness is only veiled a little by the procrustean violence of high organization and the rigours of traditional prejudice, a mass resisting reduction to the form and order of a science, but submitting to partial regulation and measurement at the hand of various sciences, a great mass of things human seen in a glass darkly, and refusing like the circle to be squared, or like the products of man's free spirit to be fenced about.

And yet in spite of all this there is one principle that gives unity to the mass, one thread that tracks the labyrinth. All education deals with growing organisms and seeks to provide their growth with healthy food, so that they may be strong to resist disease and unfold their highest measure of effectiveness for good in human society. This is what the kindergarten is doing; this is what the university is busy about. There is no difference in substance between the work of the grades, the high school, the trade schools, the university. It is their subject-material that unifies them, their subject-material of human lives. The difference between them lies again not in the things they teach, but in the different degrees of maturity represented by the pupils they deal with. Have we sometimes forgotten this? Have we heard of promotion from grade to grade, or assignment of new-come pupils to classes being deter-

mined according to pages of textbooks covered? Have we heard of pupils kept back a grade because in the other school they had been taught in another order or by another method or terminology? But grading is solely a matter of maturity, of capacity to do in the future, not of acquisition in the past,—if it be true that education is the guiding of growth. Many a pupil has lost his life-fibre and afterwards drowned himself in a puddle of laziness from being graded down to his formal learning. Many a grade has been swamped with poor material of pupils who have covered ground but have not grown to new tasks. Teachers often worry because pupils have forgotten what they learned the term before, instead of drawing encouragement from observation of their gathered strength to learn new things, which they shall again forget. What a good thing it would be if some of our teachers could swap a piece of their conscientiousness for a big chunk of faith!

And now again,—have you ever heard of college faculties insisting that certain subjects and certain definite portions or apparitions of them should be learned before a student could be enrolled to enjoy the stimulus of a college course? I am sure that most of this is delusion and some of it approximately a fraud. What we must be looking for in a college is the presence of students who are able to do the work, and a solicitude as to what particular studies or pages of books gave them that ability, represents scarcely more than an antiquarian zeal. It must be admitted that there are courses of study in the university which unrelentingly demand certain prerequisite studies; thus, it is impossible to proceed with engineering work without solid foundation in mathematics; but with all such apparent exceptions it remains that the all-important preparation for college courses inheres in the acquired capacity to understand and to work, and in the maturer intellectual and moral grasp derived from the rigorous pursuit of a well-ordered high-school course. A study is an advanced study, whatever its name or however near the beginning of the book, when it is pursued by an advanced mind. No amount of philosophy studied in the adolescent years can be regarded as an offset for the philosophy of the senior or graduate years of the university. There is no study which it is too late to begin in the university years, but, if so begun, it will be a radically different exercise with different effect as compared with the pursuit of the same study four to six years earlier in life. The practical convenience of the organization of instruction and the practical necessities of articulation between the available courses of instruction in the grades, the high-school and the college will always demand attention, but I am convinced that they have in the past occupied too much the foreground, and that the future arrangement of preparations and prerequisites will pay much more heed

to the real thing, the substantial intellectual maturity of the pupil himself.

So then we can after all face again the impudent query that sprang up in our way: "What is it all about?" by telling what it is all *for*. And this is our answer: the grades and the high-schools and the trade schools and the normal schools and the universities and all their attendant mechanism are *for their pupils*, and nothing else. And we think it well to affirm this at least once a year, lest we forget. They are for the young folks of California. They do not exist that somebody may get a position, or somebody's daughter, or the graduate of some institution. They do not exist primarily for the propagation of any subject or interest or body of learning, however easy it is for one who has become a master in such a subject to think he has been appointed special attorney therefor. It is the children, however, who claim the attorney's protecting skill. The schools, furthermore, do not exist for anybody's textbook or anybody's printing-press, not even the State's. There are too many textbooks already; they get between the pupil and the life of the teacher; they get between poverty and the chance of an education. I wish their use might be reduced to the minimum, instead of extended by the device of supplementary reading. School libraries and public libraries, I am glad to see, are coming to our aid with more enspiriting reading than textbooks generally afford.

The plain perception that the schools of every sort and all that belongs to them exist for the sole good of our children ought to bring the blush of shame to every thought of using any of their means or strength in the service of any sort or description of private aims. A public official who uses his opportunity of proximity to the public treasury to take public money and buy himself a suit of clothes therewith has clearly betrayed the trust reposed in him by the public and has stolen. Is it not just as clear that the school official who uses the opportunity of his office to secure a position in the schools for a friend or relative of his because of the friendship and not because the person is certainly the best available,—is it not clear this official has betrayed a trust? He has used a public opportunity for private advantage. He has mixed up two things that must be kept apart,—public and private. And it is so delusively easy to argue with one's self that the public and private interest chanced to be in your one case concurrent, that it is best to avoid entirely all cases where public and private could in any way become confused.

Politics and school affairs are both forms of public activity, but *they* cannot be mixed in any proportions whatsoever, without noxious and fetid product. Politics is good in its place, but it has

no place in or near the schools. It will take the children's bread, and give it unto dogs. It ought to be possible for a progressive State like California to devise a way by which superintendents and other school officials can be spared the necessity of seeking their places or continuance therein by means of the political canvass, convention, and cabal. If there were no other reason weighing against the present method than the uncertainty of tenure connected with the fluctuating chance of the political party upon whose ticket the candidate is named, that would be enough to condemn it.

We cannot expect to command the service of professionally equipped men for our superintendencies, unless opportunity for a consistent professional career is offered; in other words, we cannot expect to get as much as we deserve from the salaries we pay. If the revision of the fundamental law present too cumbrous an obstacle, why cannot the party organizations be induced to leave the nomination of a common candidate to a committee of leading, disinterested citizens selected either by the party organizations, or by a school convention of citizens assembled without regard to party? This would not be a new experiment. It has been tried and will work. The political conventions do not really care for the opportunity of nominating; it is there, and they use it, generally as a make-weight, to re-establish local balance on the ticket. The office was intended however for the good of the children of the State.

These various things I have stated merely as corollaries to my main proposition that the unity of our educational system inheres in its fundamental purpose as the nurturer of human growth; to that main proposition I now return. The subjects to be taught and the methods of teaching them, throughout the entire system from kindergarten through university, are to be determined in accordance with this fundamental purpose of the whole. The progressive changes in subject and method are to be determined by the progress of growth in the same individual and by the personal needs and adaptability of different individuals. There is no place in the system for the hanging-on of ornaments; the nose-rings of profitless learning, however dignified and decorative, cannot be expected in the repertory; incidental crumbs of some glittering subject one thinks he "would like to know a little something about" are mostly variegated wampum to hang about the neck and play with, but not good to eat.

In the teaching work of the system as a whole there is in reality no higher, no lower; there are only older growths to deal with, and younger growths. The demand for the highest teaching skill is more likely to be imperative with the younger than the older. We are all hoping to see the choices between teaching in the high schools and in the grade schools directed by self-recognized differ-

ences of taste and talent on the part of the teacher, rather than by chance or compulsion, or difference in remuneration. It is depressing to hear a would-be teacher say: "I know I'm not a very good student, but all I want is a grammar school certificate." Each grade from the elementary schools through the university has its own work to do and its own way of doing it. It is a dangerous thing grossly to imitate and crudely to borrow from one group of grades to another. The high-school, for instance, has not gained by adopting the high differentiations of the sciences as recognized in the university. Physics, chemistry, geology, physical geography, should be presented in the high school, at any rate at first, as one science called if you like, "natural philosophy," or not called at all. The differentiation will come soon enough. It takes a big man to hold them together. Specialization in teaching has, I am convinced, already gone too far in the high school. It is after all rather a fad imitated from the university. A teacher is a better teacher from moving about occasionally among the subjects; a given day's teaching is likely to be better if it includes two quite distinct subjects. I am quite expecting to see the fad of specialization pushed down into the grades. We already have ominious signs in the drawing teacher, the music teacher, etc. In my opinion they both are bad, except as general supervisors. Every grade teacher, certainly in the higher grades, should both draw and sing. It is best for a child in the lower grades to learn everything, for the time being, from one teacher. Singing ought to come in twice a day in the upper grades, four or five or more in the lowest; drawing might also be regarded as fairly omnipresent.

If there were a franker recognition of this fact that each part of the system has its own way of doing its work, this way being settled for it by the relative maturity of the pupil, there would be less quarreling about formal questions of subject and curriculum, to which there are in reality no answers. For example, there is the furious question: at what time should we begin with the natural sciences? The answer to this question is: we should not begin with them at any time; we should begin with the study of nature as our "out-of-doors" and outer environment, and gradually, as mind requires it, adopt the form of science, transmuting nature-study imperceptibly into natural science. Whether you pretend to do this or not, whether you think you are doing this or not, this is what you practically will be doing; for the fruitfulness of all your effort will be relentlessly measured by the preparedness of the pupil's mind. Science is science, whether it be humanistic science or natural science. It is a point of view, an attitude of approach, a form of test leading to control; it is the same whether the subject-matter be natural or human. The problem is: how rapidly

shall scientific treatment of material be introduced, whether that material be literature, language and history, or animal life, plant life, earth structure. The study of nature should begin as early as the study of the products of human society and proceed *pari passu* with it. In both these fields what is called in the later years "research" or "investigation" responds to what is called "observation" in the earlier years; and the "science" of the later years responds to the "sympathetic understanding" of the earlier. The sympathetic understanding of nature must at the beginning take on the guise of human interest. This but repeats the experience of the childhood of human thought in the history of the race. The study of out-doors must begin with what immediately affects the life of the pupil, and in agricultural communities it will readily assume the form of observation and sympathetic understanding of the great life-problem of man in his struggle with growing things to win bread and livelihood therefrom. This same study develops at the top into the science of agriculture. To begin the teaching of science, however, with proclamation of laws, principles, and theories which have no relation to any facts or cravings in the pupil's mind is to fill a man's closet with clothes-hangers, who has no clothes to wear.

If consideration for the healthy growth of the pupil is the thing which governs our teaching, we shall evidently not be engaged in sawing off anybody's legs to fit any particular bed, or in coiling anybody up or stretching anybody out to fit into any particular box. The grammar school is not to be regarded as a "fitting-school" for the high school, nor the latter for the university. Each will have a completeness within itself so that those who discontinue school at the end of either may have found therein a certain preparation for life; but the completeness will consist not in the claim that they are completely grown, but that they are well grown as far as they have gone. In the long run it will be found that the best man-growing course in either of these schools will be one that will enable a pupil to go farther if he wants to, and on the other hand that the best preparation the next higher school can desire is a life-growth fitting a man for tasks farther on, whether those be the tasks of life or school—for education itself is life, and the luring out of more abundant life.

Not many will be offended at my doctrine, some who are concerned about requirements for admission, some, at the other extreme, who are concerned to introduce what they call more practical studies into the schools. Both groups, I submit, are still entangled in the conception of education as the getting of knowledge instead of the growth into power.

Fellow-teachers, I have been traversing well trodden ground; I have told again an old story. But it is a story that holds within it the sacred charter of our guild, the bond of our unity. We are not purveyers of knowledge, but apostles of health—of health which is the perfect law of growth in all created things, of health which bespeaks the normal order of the universe and the spirit of goodness in which the worlds were founded. Our work is allied with the righteousness at the heart of things, and though foes arise on either hand and disappointments marshal themselves before us, we will not be dismayed, for they that be with us are more than they that be against us.

"Truth forever on the scaffold,
Wrong forever on the throne;
Yet the scaffold sways the future,
And behind the dim unknown
Standeth God, within the shadow,
Keeping watch above his own."

BENJ. IDE WHEELER.

* * *

The Teacher Who Succeeds

It is taken for granted that every teacher is anxious to succeed; hence, whatever may be said at this time will be only suggestive of ways and means for attaining success. Among the many requisites that might be mentioned, I have selected nine which to my mind are very essential to success. Of course it is understood in this discussion that the speaker is like a guide board, "Points the way, but does not go himself," hence does not necessarily speak from experience. The requisite conditions for the successful teacher do not differ materially from those required to succeed in any other vocation. Everything else being equal, the teacher who succeeds must be able to enjoy a good sleep. In order to do this, the daily program should be so arranged as to afford ample time for rest and recreation during the hours not usually counted as school hours. To my mind, that teacher is not doing justice to herself or her school who permits her school work to so absorb her time as to crowd out the daily recreation period, and the successful teacher is the one who insists on taking the needed recreation How this may be done must be left to the judgment of the teacher. It is needless, however, to say that a part of it should be taken in the open air. Were I able by one sweep of the pen to abolish at least one-half of the written work now required of children, which must be examined out of school, I would gladly do so, for I know of no more

nerve-racking, appetite-destroying work—work that saps the very life of the teacher—than the examination of written manuscripts after an arduous day's work; it is so much so that I sometimes think that it is an invention of the evil one himself. Much of the outline work required of teachers, especially in city schools, comes in the same category. In saying this I am not unmindful of the fact that there is a certain class of teachers to which these precautions will not, and should not, apply; but I am fully persuaded that many of our most successful teachers would be far more successful if they were to plan their work so as to secure more recreation. In planning the work, the teacher should so plan that her professional work shall be forgotten for the time being. She should associate with those who are not inclined to talk "shop." Join some organization whose object is mostly recreation. In this connection, I know of no organization that is better than the Grange for those who have access to it. The Grange has two objects, both of which are worthy ones, viz., recreation and splendid dinners. The last I can vouch for from experience. If this could be done I am sure the teacher would be more likely to enjoy a good sleep, one of the prime requisites for a good teacher. Do not misunderstand me. I would not for a moment advocate the non-preparation of daily work, but what I do insist upon is that all non-essentials in the way of preparation shall be eliminated to the end that the best interests of all concerned shall be subserved.

The second requisite for a successful teacher is the ability to enjoy a good meal. All that has been said under the head of the first requisite will apply with equal force to the second. I am satisfied that any one of us can look back upon that day during which everything went wrong. When every child seemed to be bewitched; when we would not care to meet our best friend; when we were bound and determined to quarrel with some one and finally ended in settling matters by inflicting a case of two of corporal punishment. It was that day the morning of which we were unable to enjoy a good breakfast and the night preceding we were unable to sleep. I know of what some of you are thinking. You are saying to yourselves: "If you had to board and room where I do you would not be able to enjoy those things any more than I do." Perhaps not, but that does not prove that the absence of the enjoyment of those things does not militate against us. I am simply pleading for the boys and girls entrusted to our care.

The third requisite of the teacher who succeeds is the ability to enjoy a good story, and better yet, to be able to tell one. The teacher who can detect and appreciate the humor contained in a story and can laugh heartily with the children when something really humorous occurs, as it will from time to time in the best

regulated schools, is the one who will secure a grip on the heart strings of her pupils—a grip that will last till the end of time. Pupils love and respect that teacher who demonstrates occasionally that she is human and is of common clay. I do not mean that the teacher who can bring herself in sympathy with her pupils, who can make them feel that she understands child life, is the one who will be most apt to succeed. Is there a teacher within the sound of my voice who has not had a good hearty laugh with her pupils during the past week—a laugh that fairly made the room shake? If there be one such I am afraid that teacher neglected a golden opportunity.

In every school there come gloomy days which can only be cleared by the wise teacher who knows how to read or tell a good story to the best advantage. For the sake of the boys and girls I hope the number of those who have the third requisite is legion. Some one has said, "A laugh is worth a thousand groans in any market." Another has said, "Laugh and the world laughs with you; weep, and you weep alone."

Nothing will yield you richer rewards of gladness, and a greater wealth of joy than faithfully to cultivate and auspiciously to develop the happier, warmer, sunnier side of your nature, that you may be a blessing to yourself, and, more than this, a blessing to all around you.

"The weary world is a cheery place
For those with hearts to win it;
Thank God there's not a human face
But has some laughter in it."

The teacher who succeeds should endeavor to cultivate a cheerful spirit. Nothing is so contagious as cheerfulness, and I am firmly convinced that we can by faithful endeavor so control ourselves that, no matter how the clouds may lower, we can show to the world a calm exterior and cheerful spirit. A cheerful spirit is essential to the one who is dealing with exuberant youth. As we look about who are the ones who have true and firm friends; who have the love and respect of the young? Is it not the one who possesses the cheerful spirit? If there is a virtue in the world at which we should aim it is cheerfulness. Someone has said, "Cheerful looks make every dish a feast." "Health and cheerfulness mutually beget each other; there are bridges to cross and the way is long; but a purpose in life will make you strong; keep ever on your lips a cheerful song; look up, my boy, look up."

Most men call fretting a minor fault, a foible, and not a vice. There is no vice which can so utterly destroy the peace, the happiness of a school, as that of fretfulness on the part of the teacher.

Another prime requisite for the teacher who succeeds is a smiling countenance. Not a cast-iron smile made up for the occasion; but a real smile, one that emanates from the heart, one that comes with the warmth and cheer which radiates good fellowship and all that goes with it. It has been said that our countenances are reflected on the faces of all whom we meet. That is if we present a smiling countenance to the world it returns it in kind. Which teachers do our minds revert with genuine pleasure and whose memory we keep ever enshrined in our hearts? Are they not the ones who made us feel kindlier to all and let us to do our best at all times? In this respect the teacher of the present compares very favorably with the old-time school master who talked of three R's—reading, writing, 'rithmetic, but who sometimes forgot his fourth R—the rod—and often had greater skill in using the latter than he evidenced in teaching the former. Our teachers are far more gentle in discipline than formerly, which has contributed to make the school more attractive and inviting to children.

Oh, what a lot of pleasure
Sweet, smiling faces bring,
And what a lot of music in pleasant voices ring.
The skies may meet in sadness,
The blustering wind may blow,
But if our hearts are cherry, there's Sunshine where we go.

The sixth essential for the successful teacher is the one who possesses a soothing voice. It has been my good fortune to visit many school rooms, and I can say without mental reservation, that the most successful teachers—those who were the most successful as disciplinarians and whose school room atmosphere was such as to foster good manners and character—were the ones whose voices were well modulated. It has long been said that one's character is quite clearly indicated by the tone of the voice. Literature has placed its stamp on the soothing voice by saying of a lady: "Her voice was ever soft and low."

The three other qualifications necessary to success is, first, a good pattern, either of person, or position, and aim an ideal.

The second—a belief in your own ability. Third—patience and perseverence in following the end.

Let us take up these three elements in their order. A good pattern, confidence, and adherence to the design through plodding effort. First—the aim, what shall it be? The main question of life before us is—shall we retrograde, shall we stand still—or shall we make progress? It is not so much what we do in life that make success for us, as how we do it. Hence, in our occupation we

must do our present work well and live in the future. We often have day dreams as to what we could do in another's place; discontent with one's own place does not make capable of filling another. We cannot fill a large sphere of life until we completely fill our present one and overflow its boundaries. Put us in any other position and we will do no better, but perhaps even worse than we do at present. Success is not in where we are, but what we are.

I do not mean that circumstances or environment have anything to do with our station or success in life. We are all aware that fortune does favor some, that positions and salaries are governed somewhat by circumstances and family influence. But we all know that where one does want to succeed and is willing to pay the price of success from his own bank account instead of his friends or relatives, that sooner or later, in spite of all obstacles, that one will succeed. His stumbling blocks are made into steps to mount still higher as he follows his aim, instead of being permanent hindrances, they are only temporary, and really constitute the material for paving his road to success. Rapid progress may be hindered by poverty and birth, but they are like the stick or stone in the stream—they block progress, but by damming the water they store up reserve energy that finally sweeps them away and passes on with more force than before. The boy's kite would not fly so high without the string to hold it down. Therefore, if you wish to rise, tie yourself down. Many teachers have been lost to the profession because they had nothing to restrain them and weigh them down; because life was easy, and they did not have to struggle against obstacles which would stimulate them to greater energy. A blooded horse travels faster when going up an incline. Pull hard on his bits and he moves more briskly. Ease up and he slackens his gait. We determine our own positions, our own level, our own selves, and by our own application. The question then is—shall we go down or up? There is no level ground in life. We rise or drop. Live fish swim against the current, dead fish float with it. Shall we float or swim?

The second feature is belief in yourself—inspiration. The person whose motto is, "I can't," will never find a way, and may let wondrous opportunities pass by. It is the ability to see seeingly that tells. The successful teacher is the one who will not even admit to herself that she doubts her ability, let alone to anyone else. Self distrust is the cause of most of our failures. In the assurance of strength, there is strength, and they are the weakest, however strong, who have no faith in themselves or their powers. Belief in one's own powers is not synonymous with conceit—far from it.

It is that we shall value our powers at their true worth, believe in them, cultivate them. It has been truly said that the world takes us at our own price.

The third element is patience and perseverence. Anything accomplished that has permanent worth has been after many years of preparation and service.

"I prepared that sermon," said a young preacher, "in half an hour, and preached it at once, and thought nothing of it." "In that," said an older minister, "your hearers were as one with you, for they also thought nothing of it."

Many of us are not willing to labor on to the end. We lack thoroughness and application. These ideals of life are not unattainable. They are not visionary. What teachers have become, what teachers have done, what many teachers are, can be done by teachers again. Work, hard work, persistent work alone, is needed if anchored to the fundamental rock of good character. For if a teacher has a poor character, all these things will profit him nothing so far as true success is concerned. Let me once more briefly state the elements of success which are the ability to enjoy a good meal, sleep and story; to endeavor to secure a cheerful spirit, smiling countenance, and soothing voice, and then have an aim, an ideal, a pattern, a purpose—aspiration; a belief in one's self, a seizing of opportunities—inspiration; the power to do, sand, grit, nerve, backbone, industry, pluck, perseverence even unto perspiration, then we can approach the poet's ideal who said:

> Our lives are songs; God writes the words,
> And we set them to music at pleasure;
> And the song grows glad, or sweet, or sad,
> As we choose to fashion the measure;
> We must write the music, whatever the song,
> Whatever its rhyme or meter,
> And if it is sad we can make it glad,
> Or if it is Sweet, we can make it Sweeter.

The teacher who possesses these nine qualities will, I verily believe, be the one who is most likely to succeed; but we have known teachers who possessed all of these qualities, and yet somehow could not succeed. Try as they might, luck, or whatever you might term it, seemed to be against them. To all such might it not be better to reverse the usual order and say, "Here's to the teacher who fails." Let us give greater praise for effort for conscientious endeavor wherever found, for that is what counts after all. The poet

has expressed my thought much better than I could hope to do in the following words:

So youv' lost the race, lad,
  Ran it clean and fast,
Beaten at the tape, lad,
  Rough, but 'tis past.
Never mind the losing,
  Think of how you ran.
Smile and shut your teeth, lad,
  Take it like a man.

Not the winning counts, lad,
  But the winning fair.
Not the losing shames, lad,
  But the weak despair.
So when fortune stuns you
  Don't forget your plan.
Smile and shut your teeth, lad,
  Take it like a man.

Diamonds turned to paste, lad,
  Night instead of morn,
Where you'd pluck a rose, lad,
  Oft you grasp a thorn.
Never mind the bleeding,
  Life is but a span.
Smile and shut your teeth, lad,
  Take it like a man.

Then when sunset comes, lad,
  And your fighting's through,
And the silent guest, lad,
  Fills his cup for you,
Shrink not, clasp it coolly,
  End as you began.
Smile and close your eyes, lad,
  And take it like a man.

J. H. Ackerman,
Superintendent of Public Instruction, Oregon.

* * *

Fads and Fancies vs. The Three R's

Have you seen fowls when moulting—an animal shedding its coat, and a boy when his voice is changing—they all represent new life, larger possibilities crowding out the old life. Such is teaching, when new standards and progressive ideas crowd in upon time honored conditions and matter. It is not easy for a teacher to be

comfortable, except when she has a body of doctrine, an array of facts, a program of methods that can be presented without variableness or shadow of turning.

The new commercial, industrial, financial and scientific standards of today demand an entirely new set of standards for educational work, much to the annoyance of school people, who would like to have things unchanged from year to year. These conditions have develped two camps in the school world: the one crying that the three R's are sacred; the other that there must be new subjects, new methods, and new devices. The conservative cry, "Fads and Fancies," hoping thereby to rob the progressives of public sympathy.

A fad is anything which is overdone, that was not worth doing at all. A fancy is anything that you do to please yourself at the sacrifice of some one for whom you should have done something worth while. The three R's include whatever has been accepted by the conservatives as indispensable to a fundamental education.

There is more fadism in the methods of teaching reading and writing, arithmetic, geography and grammar, than in the introduction of any new subject. There are more fancies about the way to teach the fundamentals than in the presentation of new subjects. Any appeal to public prejudice against the introduction of drawing, music, manual training, nature study, cooking, sewing, physical culture, and other vital subjects is vicious because vague. It is not simply that children will have occasion to use these new subjects, infinitely more than much that was in the old, but because there is more discipline of the mind along the lines of its profitable activity in the new than in the old. Within twenty years, without any great public effort, the amount of time devoted to arithmetic in the United States, in England, Germany and France, has been reduced nearly one-half, and always by the omission of topics, explanations, and definitions that were senseless. The real contest, however, between the conservatives and the progressives lies in point of view. Those who advocate the three R's believe sincerely that they are laying a foundation of an education; the progressives deny that there is such a thing as a foundation of education, claiming that there are fountains of knowledge, of power, poise and alertness, and that it is the purpose of the school to tap these fountains and call for the activity that will be the most serviceable to the child and to the world through the child. When a child has an appetite and a relish for information in science, art, literature, commerce, the industries, in ethical and aesthetic fields, he will quickly learn how to read for what he wishes, how to write what he would express and he will never have any trouble in figuring along the line of his devotion. There is no more pitiable sight than a community with a vast number of foundations well placed

upon which buildings were never erected, and that is precisely what is done through scholarship that wastes its time in fundamental from which nothing ever comes of interest or profit.

A. E. WINSHIP of Boston.

* * *

Council of Education

President.....E. Morris Cox, Santa Rosa
Secretary .....J. W. McClymonds, Oakland

The Council of Education convened in the Philosophy Building, Berkeley, on Tuesday morning. Dec. 26th, at 9:30. The following members were present at roll call: James A. Barr, G. S. Wells, F. F. Bunker, C. L. Biedenbach, E. I. Miller, S. D. Waterman, F. B. Dresslar, J. W. Linscott, John Swett, J. W. McClymonds, Pres. E. M. Cox. The following members came in after the opening of the meeting: S. T. Black, A. L. Mann, M. E. Dailey, C. E. Keyes, P. M. Fisher, E. P. Cubberley, C. C. Van Liew, Miss Minnie Coulter, Miss Kate Ames, R. D. Faulkner, O. W. Erlewine, O. P. Jenkins, H. M. Bland.

The minutes of previous meetings were read and approved as recorded.

Allison Ware, Chairman of the Committee on the Development and Maintenance of Professional Standards Among Teachers, read a paper recommending the organization of guilds. The paper was discussed by H. M. Bland, Sam Brown, Miss Margaret Poore, Prof. Suzzalo of Stanford University, and others. On motion the report was referred to a committee consisting of Mr. Biedenbach, Keyes, Bunker, Mann, and O'Connor for consideration and recommedations.

James B. Davidson, Superintendent of Marin county, Chairman of Committee on Supervision of Rural Schools, submitted a full report on matters pertaining to supervision of Rural Schools. No action was taken on the report of the committee, but their report was made the special subject for discussion at the Council in the April meeting.

On Tuesday afternoon, Dec. 26, Miss Minnie Coulter, Superintendent of Schools of Sonoma county, Chairman of Committee on Training Teachers for Country Schools, submitted a full report which was discussed by E. I. Miller, J. W. Linscott, and others.

The committee recommended that there should be no difference between the training of teachers for city schools and teachers for country schools. No action was taken on this report by the Council.

Prof. Elwood P. Cubberley, of Stanford University, Chairman of Committee on Tenure of Office of Teachers, Laws Relating to the Same, and How Tenure May Be Improved, submitted the following report and recommended that the law be amended so that it will permit the holding over of teachers from one year to another unless said teachers are notified by the members of the Board of Trustees that their services will not be needed during the next year.

This report was adopted as the sentiment of the Council.

F. F. Bunker, Chairman of the Committee on High School Training a Preparation for Life and Not Scholastic, submitted on Wednesday morning, Dec. 27th, a full report.

On motion it was moved that the Council request the Executive Committee of the State Association to publish, if funds will permit, the paper written by F. F. Bunker, and distribute the same throughout the State.

Miss Kate Ames, Chairman of the Committee on State Teachers' Reading Course, submitted a full report of the work of the Committee for the year. No action was taken on this report.

The Special Committee appointed by the Chair to consider the recommendations of Mr. Ware in reference to the organization of guilds, reported as follows and recommended that the same be transferred to the State Teachers' Association for their approval.

There being no quorum present, no business session of the Council was held. The Council thereupon adjourned.

Secretary.

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The Development and Maintenance of Professionalism Among Teachers

The above subject needs no apology or explanation for its presence in the programme of this session. It is a fundamental, wide-reaching problem, the proper solution of which will be of great direct and indirect alue in improving teachers and schools. If we could get and keep certain elementary principles of professionalism well established among teachers much would be done in solving the intimately related questions of teachers' certification, appointment, tenure of position, ethics, salary, social status, and general efficiency.

The fact is that there is no generally accepted standard of professionalism among teachers. School folk have no "Bradstreet" or "Who's Who" in which their ratings are to be found. Consequently among themselves as well as in the contemplation of the public, the standing of any teacher is determined by all sorts of canons—canons relevant or irrelevant, sound or unsound—canons which at best are none too high and which always lead to confusion and uncertainty because of their infinite variety. Even worse than this is the heresy that teachers are pretty much alike in all essential characteristics anyway, and that sauce for one is sauce for another. We are lumped off and average by each separate appraiser in his own way, and the result is a varying and unsatisfactory medley of conceptions as to what constitutes professionalism.

It has been proposed, and very properly, that teachers should have some code of professional ethics. A confusion has arisen, however, in this connection that might lead us to believe that the maintenance of such a code would mean full-fledged professional status for teachers. Sound rules of conduct for teachers are certainly much to be desired, and great good has come from the discussion that that subject has received here and elsewhere, but after all such rules are simply one sign of professionalism. It is hard to see how a code of ethics contried for a non-professional mass of workers can become a vigorous regulating force merely through passive agreement, or missionary work, or resolution, or all methods of exhortatin combined. Other elements are necessary. Conduct unbecoming on officer is only possible when we have a fairly definite idea of the goals, methods and proper qualifications of officers. We must have a profession if we would enjoy the blessings of professional standards of conduct. Or to put it in another way, sound professional ethics is a manifestation and outgrowth of sound professionalism.

What is the foundation, then, upon which professionalism must stand? In the first place, every truly professional man honors and respects his work. He may not do this in any ostentatious way—there may be no rhapsodic expression of his interest in and affection for what he does—but after all and in spite of the inevitable human dissatisfaction, he must feel that his work is a great work and a living work, and a work worth while—more worth while to him than any other. Then again every professional man must have a certain special knowledge and technical skill that sets him somewhat apart into the realm of specialization. He must be able to do something worth while for the rest of mankind, that the rest of mankind could not do for itself. Given a class of such workers in the same work, professional ethics will have its natural culture ground. With the same actuating motives, the same ideals, the same ends in view, the same equipment, there will soon grow up from within certain useful rules for regulating professional con-

duct; or rather, they will crystallize as expressions of those customary interrelations that the class as a whole finds it convenient to observe. The development and maintenance of professionalism among teachers, therefore, means much, for it includes the development and maintenance of professional zeal, skill, knowledge, and ethics. With any one of these elements absent real professionalism cannot exist.

Suppose that a considerable number of teachers could develop a positive, definite professionalism, including these elements: what would be its value? The ultimate value, of course, would be the increased efficiency of the schools. But a great benefit would be felt by those teachers who conformed to the properly established standards. It would finally be recognized within and without the work that such professional standards of fitness should operate in the certification, appointment, promotion and retention of teachers, as well as in the fixing of their salaries. We need some safe basis for discrimination between teachers professionally fit and those unfit so that each sort may get what it deserves.

Let us take a look at school folk for a moment, and see what sort of material there is available for the construction of a true profession. There are three sorts of teachers, generally speaking, if we classify them in respect to the spirit of their work and their reasons for teaching. First comes the motley crew of natural born incompetents. These are the flotsam and jetsam of a busy world, material unfit for any special use, organisms lacking in the energy and natural ability that efficiency in anything demands. They come from many quarters and are of various conditions of servitude. When a young man of good family shows no special aptitude or interest in anything under the sun, and when the distressing fact becomes plain that he must earn a living—or at least get one—the last remnant of a time dishonored tradition sets him teaching school. Answer this from your own knowledge: have you not known of several—perhaps many—cases where the sympathy of influential individuals or of school officials or of a whole community has gone out to certificated weaklings so that because of their misfortunes they have had extended to them the charity of the school fund? One is an orphan, another has a parent in jail, a third is poor and deserving and unusually dull, a fourth is a neighbor and a blameless anaemic, a fifth, poor fellow, has not long to live and can't do hard work. And so naturally enough boards of trustees with much self commendation for discriminating kindness place them in the schools where they are expected to train others for that life in which they are not fit to succeed. It would not be right to imply that this group of teachers is increasing in proportion. Just the reverse is true; and this very fact makes the development and maintenance of professionalism a thing to be hoped and worked for.

Yet it is fair to say that a considerable number of teachers are in the work because they have urgent need to teach, and in spite of the fact that teaching has no urgent need of them—teachers whose chief qualification seems to lie in their pitiful unfitness to succeed in anything else.

There is a second class of teachers who are fitted to succeed in something else. They can take some other useful place in the scheme of human economy. And so, very naturally, being endowed with superior sense, they are going to take the other place as soon as propitious fates and the school apprenticeship will hoist them into its doorway. These transient teachers come with various degrees of fitness and unfitness for their work of education and stay with it for varying lengths of time. They possess different combinations of energy, brains, ambition, and general and special education; and these they divide between their school work of today and what they are pleased to call their real work of tomorrow. School-teaching is simply a convenience to them, a means to some desirable end. A fair portion of public good will falls to them. They are known as ambitious fellows—men who would rise and do something worth whole. Boards of trustees are often proud to see in them those aspirations for a better fate that mark them as creatures of sound sense and high desires. There is no doubt that many a leader in other professions has used teaching as a platform for his vaulting ambition. But for this result medicine, statecraft and law are indebted to school-teaching, and not school-teaching to law, statecraft and medicine. Nor is there any doubt that many a good teacher has been simply an unhatched lawyer or civil engineer. Some of the virile, energizing forces in our schools have been of this sort: men of strength enough to carry two burdens and serve two masters. And again, there are many who have turned away from school work through the force of changing circumstances who have given their whole hearts and best efforts to the work while they were in it. But, in spite of these exceptions and all that can be said for them, this conclusion cannot be escaped: Professionalism suffers much from the presence of a large class of transients who use the work as a makeshift while striving for the attainment of ulterior and unrelated goals. It should not shake the force of this conclusion to say that in any event these transient teachers are better than many of those who are making it a life work. There is little wonder that with but one eye on the classroom they see more, and with one-half their vigorous faculties on the work they do more than the incompetents and defectives found in the first category. But their excellence as teachers is rarely all that it might be, and it passes as good simply because the average efficiency, which unfortunately sets the standard for the profession, is low.

There is a third class of teachers—a class largely increasing in membership and importance. As yet it is not a very clearly marked division, and some of us form merely the fringe or debatable penumbra of it. It is composed neither of natural incompetents who are failures in teaching and everything else, nor yet of transients who are merely preparing for some other work, not all its members are college or normal school graduates, nor do they all hold high positions or wield great influence. But high or low, great or small, they have these characteristics in common: first, a permanent and dominant interest in their work, and, second, ability enough to do it well. Here, then, are qualifications upon which organized professionalism can be based.

When we say that we desire professionalism among teachers I take it that we mean all of this: we wish to see teachers respected as men of sound general intelligence and broad interests; we wish to see them take a favorable position socially; we wish to see them possessed of special skill and knowledge; we wish to see them well paid and well secured in the enjoyment of positions when those positions are properly filled; and we wish to see them observing in their relations to one another and to the public certain rules of professional decency. Now by which class among those described shall we look for these desirable things to be developed and maintained? Plainly they must come from the third class described, for here alone are to be found the qualities that will serve in any adequate way for the foundation of a real profession. If we do not look to this class, but rather attempt to strike a general average representing all those who teach, we will continue to have just what we have now: a ragged, unworthy, ill-defined and variously interpreted set of standards of professionalism.

Another classification must be made in considering the material available for the development and maintenance of professionalism among teachers. There are men teachers and women teachers; and each class differs somewhat from the other in professional potentialities. It is not a question of one being better than the other; it is simply a plain matter of fact that one is different from the other. Women have certain fields in the work as distinctly their own, and on the other hand men almost monopolize administrative positions. Women are very largely transients in the work. Some, to be sure, devote their lives to teaching without thought of division of interest, but most of them look forward to and finally come to the higher duty of home making. Besides these differences there are other obstacles in the way of the association of the sexes in any organization looking to the maintenance of professionalism. The majority of women would take but little active part in any such association; their attendance would be light; there would not be the same roughshod give and take at such meetings; the amenities

would encroach upon and probably crowd out the utilities. At any rate the history of organization is certainly against the association of men and women in any working body politic. Even the lodges with their large proportion of social activity have not found it feasible. Experiments in clubs and societies of various sorts have shown that such association tends to prevent the same good, solid work from being done that could be performed by either men or women meeting in separate sessions. The following plan, therefore, proposes an organization of men teachers. But at the same time it is understood that an auxiliary association of women could follow on the same general lines as the men's organization, and that the two could work together whenever common advantage suggested it.

Before outlining the proposed plan for securing professionalism let us review our premises: First—Professionalism among teachers depends upon the securing and maintaining of (*a*) a steady, dominant interest in the work, (*b*) high specialization in skill and knowledge, (*c*) a vigorous, effective code of ethics, and (*d*) such breadth of knowledge and interest among teachers as will give them increased usefulness, general respect and social esteem. Second—true professionalism can be attained only by eliminating the incompetents and transients from the field of influence in fixing and enforcing the standards. Third—any association for developing professionalism should provide for separate organization of men and women teachers.

The scheme that I shall suggest contemplates the organization of all men teachers of proved professional fitness into a guild. This guild is planned with two parts or branches; first, an upper organization which we may call the central guild, and, second, a general organization of local units which may be called guild chapters. These local units are to be chartered by the central guild and their general plan and policy shall be determined by their charters. This would give harmony and unity to the whole movement. The object of the guild as a whole might be something like the following: First, to give its members a broad, general knowledge of those problems and affairs with which useful, well-informed men and women are acquainted; to place its members in intelligent touch with the issues and situations that the world at large deems worth knowing about; and thus to broaden the sympathies of teachers and enable them better to see the relation of education to life needs and better to occupy positions of influence and respect among those who are dealing with such needs. Second, to secure a general, and, if possible, a legal recognition that sound general intelligence, special knowledge, expert skill, and proper professional conduct are the only qualifications that should be favorably considered in the cer-

tification, appointment, retention and promotion of teachers. Third, to set forth and to enforce among its members certain fundamental rules of professional ethics. Fourth, to provide a tribunal that shall hear and determine all charges properly brought before it, when such charges shall involve the violation of any professional relation by any member or against the rightful interests of any member, and Fifth, to provide sessions for the discussion and dissemination of sound professional ideas, and for the initiation of legislation in their support; and in general to do everything possible to secure and maintain a high plane of professionalism among teachers.

In order that these objects should in some measure be fulfilled the guild should be carefully organized and its membership, particularly at first, judiciously selected. At all times the members of the central guild should be admitted with great care from teachers of the third class only, and from those possessing records of successful experience in the work. This fact alone would make membership worth having and would be the surest way of securing a lively application for admission. We are all anxious to rank ourselves with the best. If membership is cheap it will be prima facie evidence that it is not worth having. Moreover, the success of the whole effort demands that the guild must at all times possess a membership that will stand squarely for the best principles of professionalism.

Let us assume that twenty proper schoolmen can be found who would meet and organize as a central guild of professional teachers. Let us assume, again, that these pioneers could expand their membership into a body representing and largely including those teachers of the State who yield to a dominant interest in their work and who are efficient in its performance. Suppose, further, that they succeed in establishing a considerable number of guild chapters from the more professionally inclined teachers of various localities, and that the machinery of organization is fully developed and the purposes and methods of the guild scheme fully worked out. What would be the result? What could such an organization do? Surely we need some argument that the whole effort would not end in fine words and soft platitudes and moonshine.

It would not thus end. In the first place the guild would come to represent what the best teachers in the State considered the proper attitude toward the work, the public and one another. That is to say, it would set forth standards of professionalism recognized generally as those accepted by the best teachers as fit to guide and represent them. This alone would be a long step in the right direction, for as the matter now stands there is no such unanimous, express judgment as to what constitutes professional fitness; and in its absence many confusing and injurious standards are used. It

would mean that the zealous, competent teacher could feel that his zeal and competence received the organized approval of those of his fellow workers for whose opinion he most cared. The general public would have a means at its disposal by which it could tell the genuine teacher from the sham; and this would be of immense value to the public and to all worthy teachers. At the present time we have a variety of false standards applied to us, while we remain so passive as to be almost accessory to the wrong. Teachers must be local men; they must need the work and must bring pressure to bear to show the extremity of their need; they must return directly or indirectly the favor that the board and the public assume that they have lavished in making the appointment; they may well be transients in the work; they must be of this religious complexion or of that; they must spend their money—vast gain to the merchants of the community!—in the locality that pays it to them. In the face of these the guild would stand and proclaim a true standard of professionalism; a standard that would demand the appraisal of all teachers on the basis of their zeal and ability in the work. And under the educative influence of such a proclamation, the public would soon come to distinguish between the sheep and the goats.

In the second place the guild could do much through its guild chapters to improve the general breadth of intelligence of teachers. We are commonly looked upon as curious creatures whose chief characteristic is a sort of imbecile patience with troublesome children. This failure to rank as people of strong all around intelligence is only too much our own fault. As a class we are still too narrow and isolated and out of touch with the affairs and issues in which the remainder of professional folk take common stock. The guild could improve the professional status of teachers in this respect by providing in its local units for the investigation and discussion of some of the more important problems and issues with which people of good general intellectual repute are interested. Then, through the usual contact with individual teachers and through open meetings of local guild chapters the public would finally see that its school folk were people of sound and reasonable breadth of view in other matters besides their work—that they were no whit more narrow in general interests than doctors and lawyers and other professional classes. It is needless to say that such a result would make teaching more desirable to those who do not care to surrender all claim to general social usefulness and intelligence as the penalty for entering the class-room. It is also unnecessary to add that anything that brings the teacher into closer touch with the world and its affairs will vitalize and render more intelligently useful his work in the school.

In the third place the guild could actually enforce among its members the observance of proper standards of professional ethics.

It should have some sort of an executive council to act in such matters, and the moral effect of an adverse judgment by a tribunal of this sort acting in the name of the best teachers of the State would be highly effective in preventing the desire and opportunity for a second offense. Much has been said and well said concerning professional ethics. Through this discussion a common opinion in the matter has been formed that recognizes that certain unprofessional practices among teachers are vicious. Henceforth active means of enforcement should be sought. It is time to admit that teachers cannot be made professionally good by simply talking about it—at least not in time to save the present wicked and perverse generation. The guild plan recognizes this and proposes to submit its members to the discipline of a few simple rules of conduct, and to secure their observance under penalty of professional ostracism.

In the fourth place the guild could undertake to defend the professional capital of its members from wrongful destruction. It is a shameful thing for a good teacher to crawl about 'twixt heaven and earth, nursing the horror of the undeserved loss of his position. It is bad enough to have one's position kicked out from under one without warning or apology; but it is infinitely worse to have one's professional reputation wrongfully destroyed. The teacher who passes through this experience has not only lost his position, but has also been summarily disqualified from securing another. Although it would not be possible or perhaps desirable for a teachers' organization to say what position each of its members should have and hold, yet it would be quite within its province for such an organization to pass upon a discharged member's professional efficiency and fitness. The guild, then, might put itself on record in any way within its power in order to rehabilitate the good name of an injured member. And though this would not entirely stop improper dismissals and failures to re-elect, yet it would lift the chief terror of such an event from the teacher's mind by assuring him that even if his position were taken from him unjustly, nevertheless his professional reputation would be protected.

In other ways the guild would be useful in developing and maintaining professionalism. It would tend to discourage incompetents and transients from entering the work. It would lead to a more speedy recognition that the professional fitness of a teacher should determine his election, tenure of position and salary. It would destroy the miserably low Procrustean average by which teachers are now measured and appraised. It would provide a suitable body for proposing useful legislation. It would give authority and color of fact to the assertion that schoolwork holds out high professional opportunities to the best of men.

I shall leave the subject with a series of conclusions that may serve as a basis for discussion. First—professionalism must be developed and maintained by a recognition that its standards shall be set by teachers who are neither incompetents nor transients; that is, by teachers who have a dominant interest in their work and who are efficient enough to do it well. Second—that professionalism can best be developed and maintained by organization among teachers carefully chosen from this third class. Third—that such an organization should give its members something to do as well as ideals to stand for, and that such activity can well be found (*a*) in enforcing among its members certain well considered tenets of professional ethics, and (*b*) in efforts to secure for its members a broader and more intelligent intimacy with the world's work, thus giving them increased usefulness as well as the increased respect of the general public. Fourth—that the maintenance of definite standards of professionalism among teachers would result in a more discriminating appraisal of the worth of individual teachers, and would make the work more desirable for the zealous and efficient worker.

I believe that all this can be done, and that the best teachers can build up and defend a strong professionalism. I do not wish to think that those who stand as the leaders of others, have not the force of foresight wherewith to lead themselves.

ALLISON WARE,
San Francisco State Normal School.

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Report on Supervision of Rural Schools

Members of the Council of Education:—

At the last meeting of the California Teachers' Association a Committee on Supervision of Rural Schools, consisting of four members, was appointed by the President of the Association. This committee was increased by three members, appointed by the Chairman of the Council.

A meeting of the committee was held in August at which the scope of the work to be done was discussed.

It was agreed upon to subdivide the topic and to give a subdivision to each member. A committee of two, consisting of Superintendent Stirling and Professor Cubberley, was appointed to arrange the sub-topics, which in due time were sent to the committee—one to each.

The sub-topics are as follows:

1. The number and location of schools in each county.
2. The attitude of superintendents towards supervision.
3. The attitudes of county boards towards supervision.
4. Plan of supervision.
5. The necessity for supervision.
6. School supervision elsewhere.
7. How such a system would affect school finances.
8. How such a system would affect the work of the schools.

The object in making so many divisions of topics was twofold: In the first place it was desired to engage the assistance of every member of the committee; and secondly to arouse the interest and seek the counsel of every superintendent and county board in the State.

I cannot say that the results are altogether up to our expectation, but I have reason to conjecture that there is a good deal more intelligent interest in school supervision throughout the State today than before this investigation took place—this I know to be true of the committee at least.

Six reports were received, all of which are incorporated in this report and follow:

The following questions were submitted to the County Superintendents of Schools in the various counties in the State of California, and forty-six replies were received:

1. Would Assistant Supervisors help your schools and school work?
2. In what way?
3. How often should schools be visited?
4. How many assistants would you require to supervise your schools as you believe they should be supervised?
5. Should Supervisors be specialists?
6. Or should they be teachers capable of supervising all the work of the school?

In reply to the first question, "Would assistant Supervisors help your schools and school work?

34 said "Yes,"
9 said "No," and
3 were doubtful.

Those who answered "Yes" assigned the following reasons:

1. It would help to unify work.
2. It would keep teachers well trained in professional work.
3. It would make it possible to assist young teachers. Many young teachers absolutely require help in adjusting themselves to actual teaching.

Those who said "No" gave as reasons:

"A deputy in the office, thus allowing the Superintendent the entire time for supervision would be a great improvement."

"An Assistant Superintendent is not necessary in so small a county as this." (Del Norte.)

"An Assistant Supervisor not so much needed as clerical help in the office and provision for the Superintendent to do more field work." (Placer County.)

"Schools too scattered." (Inyo.)

"None required." (Mono.)

"No, it would be impracticable." (Fresno.)

Four Superintendents said "No" without giving any reason.

The doubtful answers were:

"Maybe they would." (Amador.)

"I doubt it, I do not think the plan feasible or practicable in our counties." (Riverside.)

"Theoretically yes, not members of the County Board; practically it depends on your help and the way the appointments are made." (Santa Clara County.)

2. In what way? Those who answered "Yes" said:

"By assisting inefficient teachers."

"By seeing that essentials are not neglected."

"By acting as assistant to County Superintendent in all ways."

"By giving advice, help, encouragement, besides making the teacher do her best work because of the close supervision."

"By helping young teachers."

"By unifying quality of work."

"By creating general interest in school and by arousing a professional spirit among teachers."

"By supervising work of schools under Superintendents' direction and carrying out plans formulated by them."

"By giving more time to supervision and thus making work more effectual in subjects that are now neglected in rural schools."

"By supervising music and drawing."

"By giving help with difficult subjects and establishing closer relations with County Board and the Superintendent's office."

"By suggestions which come from the comparison of schools, and by making indifferent teachers tone up on their work, because of a more intimate knowledge of its weaknesses.

"By keeping up standard of work."

"A spectator is often able to see mistakes that a player makes, though he may be an inferior player to the one who is playing."

"By preventing waste of time on non-essentials. However, I think if the amount of money Supervisors would cost could be distributed among the teachers we could command teachers of such

ability for all of the larger schools that for 90 per cent. of the pupils more good would be accomplished in that way. The very small schools would still be the problem.

"By establishing system of methods.

"By aiding teachers in subjects they do not teach well.

"By aiding in promotions.

"By investigating matters of discipline.

"Assistant Supervisors could devote their time to districts that need supervision badly.

"By waking up different trustees.

"By stimulating and advising teachers and pupils.

"By more thorough inspection of pupils' work.

The Superintendents who answered "No" in reply to the question, "Would Assistant Supervisors help your schools and school work?" said in reply to the question "In what way?",

"There are few schools and one Supervisor could accomplish more than several.

"I would prefer to devote my entire time to visiting schools and leave the office work to a deputy.

One "Doubtful Paper" said:

"Appointments of Supervisors should be made by County Superintendents of Schools.

In reply to the question, "How often should schools be visited?", twelve Superintendents said "Once a month"; nine "At least twice a year, but very often if demoralized, five "It depends on the kind of teacher employed, four "Every two months," three "At least twice a month," three other "Every two or three weeks," and three other Superintendents said, "Once a week." The following replies were also received in answer to the same question, "Four times a year if in good condition," "Cannot be visited too frequently," "Every day," "Some once a year, others every week or month. Depends on the teacher. New teachers should be looked after."

"Depends entirely upon the teacher in charge. Length of visit would be determined by the condition of the school. In some schools the teacher could be put in the right attitude by having the Supervisor camp in the school for a week at a time.

In reply to question four, "How many assistants would you require to supervise your schools as you believe they should be supervised?" the following data was collected:

3 Assistant Supervisors—Mendocino, Napa, Siskiyou, Trinity, Solano, Santa Clara.

2 Assistant Supervisors—Inyo, Santa Cruz, Stanislaus, Lake, Monterey, Butte, San Benito, Marin, Sutter.

4 Assistant Supervisors—Merced, Modoc, Tehama, Glenn, San Mateo, Yolo.

5 Assistant Supervisors—San Diego, Tulare.
1 Assistant Supervisor—San Joaquin, Colusa, San Luis Obispo.
6 Assistant Supervisors—Humboldt.
15 Assistant Supervisors—Los Angeles.
1 Office Deputy—Contra Costa, Kern, El Dorado, Sacramento, Madera.
12 Office Deputies—Riverside.
20 Office Deputies—Amador.

In other words, 136 additional Supervisors would be required to supervise the schools in 37 counties in California as the present County Superintendents think they should be supervised.

In answer to the question, "Should Supervisors be specialists?" twenty-eight Superintendents said "No," six said "Yes," three gave no answer, others said "In part," "Not for village or country schools," "Yes, where it is possible for each Supervisor to visit every school," "One or two of each," "Not unless the specialist is bigger and broader than his specialty," "Yes and No," "Depends on the personality of the Supervisor," "Not unless you have a specialist for each subject in the curriculum." One Superintendent who stated he would require four assistants to supervise the schools as they should be supervised said, "Two should be specialists, one to supervise music, the other to supervise the drawing.

"In answer to question 6, 'Or should they be teachers capable of supervising all of the work of the school?", thirty-three Superintendents said, 'They should be experienced all round teachers rather than specialists." Two said, "Groupe schools and have special Supervisors in drawing, music, and manual training. Three gave no answer.

Others said, "Should be capable of supervising all the work of a school. In small populous counties the Supervisor should be able to supervise all of the work, but should be especially strong along certain definite lines." "Should be capable of supervising all of the work, but perhaps should emphasize certain phases. If it were desirable that Supervisors should work by districts and could exchange districts once or twice during the year; this could profitably be done with a strong central head." "Experienced grammar school teachers for the elementary schools, specialists for the high schools." "Where several Supervisors are to be employed, part of them should be specialists and the others should be experienced teachers capabl of supervising all of the work." "Depends on the personality of the Supervisor."

Conclusions:

1. The schools of California need supervision badly.
2. Good teachers need less supervision than poor ones.

3. It would be unreasonable to ask the State of California to employ 136 additional Supervisors for the schools in 37 counties.

4. One Supervisor can supervise the work in a number of schools if the schools are close together and the teachers employed are efficient.

5. In isolated districts close supervision is impracticable.

Judging from Sonoma County the schools in the State of California could be consolidated so that the number of school districts would be reduced at least one-half.

In the populous communities the schools could be districted and the best teachers now employed could be utilized as Supervisors. By consolidating schools and transporting the pupils, fewer teachers could do the actual teaching and the best teachers could, for a small raise of salary, be induced to act as Supervisors. In this way close supervision could be secured in thickly populated communities, with very little if any, additional expense, providing the law were so changed that County Superintendents were authorized to district their schools for the purpose of closer supervision, and either the boards of trustees or the County Superintendent were authorized to employ a Supervisor to be paid out of the funds of the districts consolidated for the purpose of closer supervision.

If the schools of California need supervision so badly as this report would seem to indicate and it is true that "under the system of conveyance," Victoria, Australia, closed 241 schools at an annual saving of $71,000, and thereafter the attendance was so regular and the system so popular that applications were constantly made for its extension [Report of the Minister of Public Instruction for Victoria, Australia], then it would seem that the wise thing for the educators of the State of California to do would be to combine in an effort to show the peple that the best way to improve the schools of the State is to combine districts, pay for transportation of pupils to good graded schools, and spend the money saved by so doing in employing competent Supervisors. The law as it now stands prevents the consolidation of school districts, for it gives each district one member on the board of trustees of the consolidated district. The members of the board of trustees should either be selected at large or according to the population of the districts. A district containing 4,000 people is not willing to go into a consolidated district with one member on a joint board of trustees, while other districts containing fifty or a hundred people have the same representation on the board.

Respectfully submitted,

MINNIE COULTER

Superintendent of Schools of Sonoma County.

Forty-six counties replied to my letter of inquiry and I have gathered the following date from them:

4-46 or 8 16-23 per cent. has less than twenty districts and the distance between them varies from 8 to 30 miles. The Superintendents of two of these counties, one of whom it where some of the districts are 30 miles from one another, make two visits spending a half day each time, while the other two make only one visit each year, spending a half day each time.

3-46, or 6 12-23 per cent. has between 20 and 30 districts with distance varying from 5 to 25 miles. Only one, where the distance is the least, makes only one visit each year, 1 1-2 hour in length, while the other two make at least two visits unless the district is too remote, spending a half day each time.

5-46, or 10 20-23 per cent. has between 30 and 40 districts with the distance varying from 1 1-2 to 12 miles. Four of these make two visits, spending at least a half day each time. The other one shortens his visit to less than a half day, but makes two each year.

6-46, or 13 1-23 per cent., has between 40 and 50 districts with a distance of 4 to 8 miles. Three of these visit schools twice a year, spending a half day each time, while the other three can make more than one visit only to districts conveniently located, staying not less than a half day each time.

8-46, or 17 9-23 per cent., has between 50 and 60 districts (this is the largest percentage of districts) and the distance varies from 5 to 20 miles. Four of these can make two visits each year, spending nearly a half day each time, while two can make more than one visit to all except the remote district, spending a half day each time. Two find it impossible to make more than one visit, and one of these can remain only one hour, while the other stays a half day.

5-46, or 10 20-23 per cent., has between 60 and 70 districts, with the distance varying from 1 to 12 miles. Three makes two visits, averaging a half day each time, and two make only one visit each year, one of whom remains an entire day, while the other one stays but two hours.

4-46, or 8 16-23 per cent., has between 70 and 80 districts, with the distance varying from 4 to 5 miles. Three of whom make only one visit, varying in length from 1 1-2 hours to a half day, while the other one makes two visits to some of the districts, but spends only an hour each time.

3-46, or 6 12-23 per cent., has between 80 and 90 districts, distance varying from 4 to 20 miles. One makes one visit of two

hours, while two make two visits to some of the districts, but spend only one hour each time.

2-46, or 4 8-23 per cent., has between 90 and 100 districts, with a distance of 7 to 15 miles. Their visits average three every two years, but vary in length from an hour to a half day.

6-46, or 13 1-23 per cent., has more than 100 districts and the distance varies from 3 to 10 miles, while others made no definite reply as to distance. Four of these make more than one visit each year to some and the length of visits varies from one hour to half day. Two make only one visit, one of whom spends less than an hour, the other stays a half day.

GENERAL NOTES.

Orange and Kings Counties take the lead as each superintendent makes more than two visits each year. The former reports from two to five visits, spending a day each time. Owing to the compactness of the county, no assistant is required.

2 report more than two visits.
18 make two visits each year.
10 make more than one visit, but less than two to all.
16 make only one visit each year.
4 spend the entire day (two making only one visit).
1 spends three-fourths of day, making only one visit.
22 spend one-half day (13 make only one visit).
6 spend 2 1-2 hours (one makes only one visit).
2 spend 1 1-2 hours (one visits only once).
1 spends 1 1-4 hours and makes only one visit.
5 spend one hour (three make only one visit).

Humboldt has less time than any county, as the superintendent makes only one visit each year, spending only three-fourths of an hour in a school. Ventura comes next, as the superintendent can make only one visit a year and stay but an hour.

Butte follows with a visit of an hour and a fourth. Thirty-three believe they could make the number of visits required for a closer supervision without assistants, if allowed their entire time for supervision. Eleven are of the opinion it would be impossible for them to do the work justice without active assistants. Two are doubtful about their ability to succeed without help.

As to being able to arrange the schools in groups for supervision, thirty-six report it is possible, but one of them opposes the plan. Seven report it is not at all feasible in their counties. Two are doubtful if it could be done and one did not express an opinion.

As to five Supervisors, the Superintendent of Schools, and four assistants being able to visit the schools once every two weeks, nineteen report it possible, but one of them does not approve the idea.

Twelve replied it would be impossible to do so in their counties. Three were doubtful if it could be done in their counties. Five thought it would not require so many assistants in their counties. Six consider it was not necessary to make so many visits.

Whether the assistants should be specialists or well-trained all-round experienced teachers, with two exceptions all agreed they should be of the latter class. Five modified this statement by expressing the desire for the privilege of getting a specialist in music or drawing if necessary; others modified it by saying the well-trained, all-round teacher ought to be able to specialize in some of the subjects.

Lake and San Benito Counties prefer specialists, while one county considers specialists of no value whatever.

One superintendent does not favor a change in school supervision, as it is not at all practicable in her county.

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Report on Supervision of Rural Schools

To the Hon. Jas. B. Davidson,

Chairman Committee on Supervision of Rural Schools.

Dear Sir:—In response to your request that I investigate the advisability of employing County Boards of Education to assist the County Superintendent of Schools in the supervision of rural schools, I submitted to the various Superintendents and County Boards the following questions, with the request that they give the matter earnest thought and consideration:

1. Is more supervision of rural schools desirable?
2. Can County Boards, as now constituted, do the work—have they the time?
3. What change in the law might be made to give them the necessary time?
4. In what ways can present boards supervise?
5. How would more supervision affect the work and the results in the schools of your county?
6. Would the results obtained justify the Board or a similar corps of supervisors in spending all its time in supervision?
7. How should this board be appointed?

From the replies received I find that nearly all agree that more and better supervision is needed in the average rural school; but that from lack of time County Boards cannot supervise. From the method of their appointment they are often not fitted for supervision nor is this supposed to be their function. Should any change

in the law be considered giving them the time and power, it would be necessary to give them a regular salary and to change the method of their appointment. The County Superintendent must necessarily be the head of the supervising department and he should have the appointment or the approval, in some way, of his assistants in this work. There can be but one head to any successful department.

The answers to question five seem to hinge on the number and size of the schools in the county. In most of the counties there is need of closer supervision to bring about more uniform results. This would tend to keep the various schools in touch with one another and with the course of study. It would help the "new teacher" to solve the problems of her individual schools and thus save a great deal of time and energy now wasted. It would inspire both teacher and pupils to greater effort to keep abreast of their neighbors in up to date methods and work. In a few counties only has the superintendent time to fulfill all his office duties and give ample time to needed supervision.

As to whether the results would justify such a board in spending all of its time in supervision, there comes in again the number and size of the schools in the counties. There are very few counties that would need a board of five employing all its time in supervision and in some there is absolutely no need of any assistance. In the greater number of counties an office clerk or an office clerk and one deputy to assist the superintendent in supervising would give all the help necessary.

To sum up my report I would say that more and better supervision is needed in most of our counties; but, that as they are at present constituted, County Boards cannot supervise, nor does it appear that any good would come from a change in the law which would enable them to. The County Board has its duties and it should not be disturbed in these. It is a valuable factor in our educational system, but supervision is not one of its duties. The board should deal with the schools through the superintendent and it is his duty to supervise and report conditions and results. He should be given ample time for this, his most important work. According to the needs of his county, give him paid deputies who are responsible to him alone as he is to the public. They should report to the superintendent, and he to the County Board, recommending such action as the law allows.

The remedy for existing needs is not to be found in nor through the County Board; but by amending Section 1549 of the political code so as to provide a salary for necessary deputies.

Respectfully submitted,

DUNCAN STIRLING.

Report on Supervision of Rural Schools

SUPERINTENDENT JAS. B. DAVIDSON,

Chairman Committee on Supervision of Rural Schools.

DEAR SIR:—In reporting to you on my part of the work of the committee, viz., a plan for the supervision of rural schools in this State, I have the honor to submit the following report:

Before a plan can be formulated which will be applicable to local conditions it is necessary to indicate what kind of supervision we need, and to determine the amount of additional supervision by studying data showing the actual conditions existing in each county in this State.

With reference to the kind of supervision we need and ought to work for, it seems to me that we should aim toward a really good and adequate system of expert school supervision—something really worthy of the best traditions of education in this State, and worthy of the future greatness of our system of public schools. Whether we can carry it through at the next meeting of the legislature is of much less importance than that it shall be good when it is eventually adopted.

We have supervision for every school in name today, but it is by no means adequate. This, I think, is generally recognized, and the appointment of this committee is an expression of this general recognition. County Superintendents give such help to teachers as they can through the medium of their office and at the same time of their annual or semi-annual visits to the schools, and the system of county examinations conducted by County Boards of Education has a unifying and often a helpful influence. But when we compare all this with the supervision which teachers are under, in the cities, and remember further that it is the rural teacher rather than the city teacher who is lacking in teaching skill and is in need of close personal help, and the rural school rather than the city school which needs supervision over the conditions surrounding instruction, it is easy to see that such supervision as we now have, even at its best, is but a fraction of what we ought to have. Due to the isolation of our rural schools, their many classes, their generally, less skillful teachers, and often the trying community conditions surrounding them, it is even more desirable that an adequate system of supervision be provided for these schools than for the schools of our cities.

Now the critics have found that no item of expenditure gives such big returns for the amount expended as the small fraction of the total cost which is spent for supervision. It seems to me that we must take the same position with reference to our rural and small town

schools, and that we must demand a system of supervision which shall be close, personal, professional, and adequate.

We must take the essentially sound position that wherever there is a teacher at work or a child at school, be it in city, town, or county, that both the teacher and the child shall have the benefit of the close personal services of a trained supervisor. In other words, we ought to demand that every child have two teachers instead of one. His first teacher is the regular class teacher, who gives him the best instruction within her power; his second teacher is the supervisor, who, by reason of his more extensive training and broader comparative study of conditions, works steadily to increase his teachers' teaching power. That such supervision will add somewhat to the cost of our school system is not a matter that need concern us if the efficiency of the school system is proportionately increased.

One of the greatest difficulties in inaugurating such a system is going to be the adoption of a method which will provide for the appointment of the right kind of men, or women, to these positions. These rural supervisors ought to be at least as well trained as city grammar-school principals, and be gifted in addition with a peculiar ability to understand and remedy rural conditions. In so far as is possible, the supervisor ought, after his appointment, to identify himself with the needs and interests of that part of the county which he is to supervise. He ought to be a power for good among the people of his group of districts. He ought to be the natural adviser of the trustees, aiding them to select teachers, books, apparatus, improve buildings, etc. By personal conference, occasional talks, articles in the local paper, etc., he ought to help to mould and advance community sentiment with reference to education. He ought to make his presence an influence for good, and his words an inspiration to teacher, pupil, and parent alike. He should meet the new teacher, help her find a good boarding place, advise her as to her work, guide her in the organization and management, stimulate her to advance professionally, and stand between her and the community so that she may do her work in peace. In case of need it ought to be possible for him to spend days at a school, and his visits should never be more than a few weeks apart. He should be an intermediary between the superintendent and County Board on the one hand and the local school and school authorities on the other. It should be his particular business to try to make good teachers out of the material at hand rather than to discharge teachers, and to single out bright and promising teachers and encourage them to go for further training and study. To this end broad and generous personal culture, good pedagogical training, a knowledge of rural conditions, teaching experience, and common sense are all

important. From time to time he should hold conferences with his teachers as to methods and results, holding local institutes for the purpose.

To secure men capable of doing this work well, four things are necessary—the men must be picked for the work by someone who clearly understands what is to be done, too narrow restrictions as to residence ought not to be imposed in the selection of these men, the salary paid must be sufficient to secure good men, and the appointment must be for a long enough period to warrant a man in leaving other positions and to enable him to justify his work by visible results. Every child in the State of Massachusetts is under the kind of supervision I have indicated above, and there the State has provided by law that the salary paid shall (as a protection against the employment of inferior persons,) not be less than $1,500. This is a small enough sum for any state. The difference between $1,000 and $1,500 will generally be found to be the difference between incompetency and efficiency. Half of the gain that will come from such supervision will come from the character of the men who are attracted to the positions. It will be the part of wisdom, if we are to adopt the plan, that we pay more than the first men we can get may be worth, and thus encourage our more promising teachers and town principals to prepare themselves for the work. What we want to do, if we are to adopt a system of rural supervision, is to open up rural and town school supervision as a future career for men. Eventually we ought to establish a special supervisory certificate in this State, and make the possession of it a prerequisite for the appointment of new men to the work.

Having defined the kind of supervisor and supervision it seems to me we ought to provide for, and will next discuss the possible plans which may be adopted to secure such supervision.

As between optional and compulsory supervision there is no choice. We have no administrative unit larger than the district and smaller than the county, and we cannot expect any results worth mentioning from the voluntary union of districts to employ a superintendent. What we must do is what Massachusetts, Connecticut, and Rhode Island have done—simply require that by a certain date every teacher and every child in the state must be under a skilled supervisor, selected because of his ability, and devoting his entire time to the supervision of instruction and the conditions surrounding instruction. Cities under superintendents should of course be exempt, and in so far as our smaller cities and towns wish to provide supervising principals, devoting all their time to the supervision of schools, these too should be exempt. For all other schools, of whatever size, the only feasible plan for us is to require that in each county there shall be not less than one such supervisor for every

so many teachers employed and not otherwise under supervision, and provide for the payment of these supervisors' salaries out of the county fund.

Practically the only problem we have to consider in this State is what is the best and the most feasible method of appointment, and what relation shall such supervisors bear to the County Board of Education. The Constitution of California provides for the election of County Superintendents by popular election (Art. IX., Sec. 3), and makes it the duty of the Legislature to "provide for a Board of Education in each county in the State." (Art. IX., Sec. 7) These constitutional provisions have to be remembered in devising any plan for rural supervision.

Two methods, then, are open to us. The first is to revise the Constitution and reconstruct the county administrative system, and the second is to leave the administrative machinery as it is at present and merely transform the present County Boards of Education. The first would be the better, in my opinion, and would be more far reaching in its results, but it would be somewhat more difficult to obtain. The second probably could be made to work effectively, and would be somewhat easier to secure.

In outline two plans would be something as follows:

To secure the first the provision of the Constitution requiring the selection of a County Superintendent by popular election (Art. IX., Sec. 3) would first need to be changed so as to permit the Legislature to provide for the selection of County Superintendents in some other manner than by popular election. This would be a very desirable reform in itself. Besides improving the conditions under which County Superintendents are selected, it would also enable San Francisco to cast off its antiquated method of selecting a city superintendent for its schools, and enable that city to evolve a system of educational administration which it long has been in need of. It would also prevent Oakland and Los Angeles from being cursed with the San Francisco system in case a combined city and county is ever formed with either of these cities as a center. The County Superintendent of Schools is, or at least ought to be, an expert officer, selected because of ability to do a special piece of work. While nomination, by political conventions and a popular vote often gives us very good men, it will be generally recognized, I think, that it is not the way to select experts. There is no more reason why a County Superintendent of Schools should be elected at a popular election than that a City Superintendent of Schools should be elected by a vote of the entire city, a high school principal by the vote of the people of the high school district, a grammar grade principal by a vote of the people of the ward, or a County Horticulturist or Entomologist by a vote of the people of

the county. Each of these positions demands trained men and expert service, and expert service is not secured by popular election. The whole popular election idea is a mere survival from a time when the County Superintendent was only a clerical officer, but so strong is tradition with us that we defend the process long after conditions which gave rise to it have changed.

Many of the cities once employed this method in selecting the city superintendent, but San Francisco is the only city in the United States to retain the method today. Either we must cease to claim that county supervision is expert work, or we must cease to defend popular election as a means of selecting County Superintendents.

With this change in the Constitution with reference to the County Superintendency, the way would be at once open to place county school supervision on as expert a basis as is city school administration, and on a closely analagous basis. I would then provide for the election of a County Board of Education of five, to be elected by popular vote and in the same manner and from the same districts as the Board of County Supervisors are now elected. This would give a small board of representative citizens and would give the people full representation in the management of the schools. This board would then elect the County Superintendent of Schools just as a high school principal or a superintendent of schools for a city is elected, the board being free to go anywhere in the State to get the best man for the place. They would also elect such number of deputy superintendents as may be necessary to properly supervise the schools of the county, the number being determined by law as not less than one deputy for every so many schools, as I shall indicate later. This board would then, acting on the advise of the County Superintendent, and often merely officially approving his acts, determine the school tax, receive and apportion the school fund, appoint examiners to assist the County Superintendent in conducting examinations, where the number of deputy superintendents is insufficient, formally grant certificates to teach, on the recommendation of the Superintendent, approve the course of study, adopt necessary books, and make all necessary rules and regulations for the government of the schools of the county. The County Superintendent and deputies should have the same tenure of office and liberty of action as is at present given to the City Superintendents of Schools, merely being subordinated to a central authority, representing the people, so as to secure unity and effectiveness of action. This central board, representing the people, need be paid little or nothing beyond necessary traveling expenses. The adoption of such a plan as I have just outlined would, in my judgment, be a reform worth working years to accomplish, and would

do more to advance the interests of our town and county schools than any other single improvement we could make. The plan is not a visionary one, as it is in operation, with certain minor modifications, in a number of southern states. Neither is it any more of a radical departure from present conditions than a number of reforms we have incorporated into our school system during the past forty years. If we were to begin an earnest discussion of the plan I believe it could be adopted in this State inside of five years.

If, however, this plan is thought to be too radical, too difficult to obtain, or an undesirable method of solving the problem, then anther plan would be to leave the Constitution as it is and change the law relating to County Boards, gradually transforming them into real supervising bodies. In the smallest counties, such as Del Norte or Inyo, the County Board would remain as it is today, the Superintendent doing all the supervising there is to be done. In the medium sized counties, such as Contra Costa or Orange, it would be necessary to designate two members of the County Board to act as deputy superintendents, pay them a fixed salary, and have them devote all their time to supervision. In the largest counties, such as Los Angeles, it would probably be necessary to provide for an increase in the number above the usual four, as probably six deputies would be needed. In the designation of what members shall become supervisors the County Superintendent clearly ought to have the appointing power, and it would be much better if the entire County Board were elected from nominations made by him. Subordination, harmony, and co-operation are essential, and these will be much more difficult to obtain under this plan than under the preceding one. When a member of the County Board has been appointed as an assistant superintendent he should retain his position on the County Board, *ex-officio,* but without the *per diem,* should be paid a salary of not less than $1,500, and perhaps necessary traveling expenses, and should be required to devote his entire time to supervisory work.

Two points remain to be considered, viz., how many supervisors would be needed, and what would be the cost of the system for this State. The number of supervisors ought to be about the same number under whatever plan we may adopt. In a city there is a principal devoting all his time to supervision for every ten to eighteen teachers. In the city too the teachers are all collected together in one building. In supervising rural schools the teachers are in most cases miles apart, and the supervisor must drive from school to school. In two-thirds of the counties I have found that over seventy-five per cent. of the teachers are teaching in schools of less than four teachers. If the supervision is to be at all adequate thirty to thirty-five teachers are enough for a supervisor to

care for. In Massachusetts, where the teachers are chiefly collected together in groups in the small towns, the number of teachers to a supervisor has been placed by law at not less than 25, nor more than 50. Considering our conditions it seems to me that we should demand one supervisor for every 35 teachers in the county not otherwise under a city superintendent, or a supervising principal who devotes all his time to supervision. In practice this would mean from 35 to 50 teachers under each supervisor, which is too high rather than too low. I have calculated the number of such teachers in each county, and the results would be about as follows:

1. Counties in which the County Superintendent did all the supervision alone:

Alpine, Del Norte, Inyo, Lassen, Mariposa, Mono, Plumas, Sierra, Trinity—9.

2. Counties in which one deputy superintendent would need to be employed:

Amador, Calaveras, Colusa, El Dorado, Glenn, Kings, Lake, Madera, Marin, Merced, Modoc, Napa, Nevada, San Benito, San Bernardino, San Mateo, Santa Cruz, Solano, Stanislaus, Sutter, Tehama, Tuolumne, Ventura, Yolo, Yuba—25.

3. Counties in which two deputy superintendents would need to be employed:

Alameda, Butte, Contra Costa, Kern, Monterey, Orange, Placer, Riverside, Sacramento, San Joaquin, San Luis Obispo, Santa Barbara, Siskiyou—13.

4. Counties in which three deputy superintendents would need to be employed:

Humboldt, San Diego, Santa Clara, Shasta, Tulare—5.

5. Counties in which four deputy superintendents would need to be employed:

Fresno, Mendocino, Sonoma—3.

6. Counties in which six deputy superintendents would need to be employed:

Los Angeles—1.

This makes a total of eighty-four deputy superintendents or rural supervisors which would be necessary under either of the plans I have outlined.

Now as to the cost of the system. If we assume the average yearly compensation of a member of a County Board of Education as $200, a salary of $1,500 apiece for these men is equal to a total additional expense of $1,300 for each of the 84 men required.

Under the second plan I have outlined this would be a clear additional expense of $119,200. Under the first plan the amount

paid to the present County Boards could be saved, which, at $200 a member would be a clear saving of $77,000, making the new system cost $42,200 more than we now pay. The cost of the present system is about one and one-half per cent. of the total cost of our elementary school system. The adoption of the first plan I outlined would increase the cost one-half per cent., while the second plan would increase the cost about one and one-half per cent. This would make a total cost of two per cent. under the first plan and about 3 per cent. for the second plan. Massachusetts spends three and eight-tenths per cent., and has the best system of supervision in the United States.

I am, yours very respectfully,

ELWOOD P. CUBBERLEY.

* * *

The Training of Teachers for Rural Schools

The following questions were sent to the Superintendent of Public Instruction of each state and territory in the United States:

1. Are there any schools in your State that give a different training for the teacher of the rural school from that given to the teacher who is to teach in the city or graded school?

2. In what way does the training of the teacher for the rural school differ from the training of the teacher for the city or graded school?

3. Please give name and address of the principal or president of any school in which the training of teachers for the rural schools differs from that of teachers for graded schools.

The Superintendent of Public Instruction of the following states and territories reported that they have no schools that give a different training for the teacher in the rural school, from that given to the teacher who is to teach in the city or graded school:

Indiana, Connecticut, New Jersey, Arizona, Louisiana, South Carolina, Maryland, Delaware, Maine, Rhode Island, South Dakota, Kentucky, Oklahoma, Kansas, New Mexico, Washington, Wyoming, Utah, Texas, Idaho, Virginia.

North Dakota said:

"No, not as yet. Our Summer Training Schools for teachers endeavor to present the Rural School problem to the teachers. The matter of classification, limitation of number of classes, course of study, are taken up."

Geo. A. McFarland, Principal of the Valley City Normal School in North Dakota, said:

"In our State the graded schools take up all of our graduates and the rural schools do not pay enough to justify students making special qualification for it. Our undergraduates teach largely in the rural schools."

Georgia said in reply to the question:

"Are there any schools in your State that give a different training for the teacher of the rural school from that given to the teacher who is to teach in the city or graded schools?" No; our Normal Schools give special attention to rural school work. The Boys' Industrial School, at Rome, Georgia, is not a Normal School, but the needs of rural teachers."

Colorado:

"The Normal School and State University prepare teachers for both rural and city schools, but 24 months' experience is necessary to teach in cities of the first class."

Oregon:

"We have no such schools. There should be, however."

Iowa:

"No, the County Normal Institutes give special attention to needs of rural teachers."

Missouri:

Missouri, in answer to the question, "Are there any schools in your State that give a different training for the teacher of the rural school from that given to the teacher who is to teach in city or graded schools?" said, "Our fine State Normal of courses designed to prepare teachers for all phases of work; not designated, however (the training); differs only in work that puts each in touch with environment."

North Carolina:

"There are no schools. We are trying to organize a system of rural high schools for this purpose."

West Virginia:

"Replying to your circular letter of recent date I will say that three of our Normal Schools that have training departments are trying to differentiate to the needs of the town and city schools and country schools. Of course, up to this time not a great deal of difference is made in the courses given but the three training teachers, whose names I give below, are studying the problem of our

rural schools and are trying to suit their instructions to the greatest needs of the country districts."

One of the training teachers referred to by the State Superintendent said, "The city teacher usually serves as substitute teacher in the city schools from six months to one year before she is given charge of a room. I, as superintendent of Parkenburg City Schools, for seven years required all beginners to work at least six months with some experienced teachers; not in one grade, but in several. In our Normal we shall have our graduating class take Model School work in our Model School and visit public schools of Fairmont (about 30 teachers) with our special Training Teachers." One of the other Training Teachers said, "We have a regular training school connected with the State Normal School, which is for all Normal graduates. The course is the same for all. We give also some special courses for rural teachers who can give only a term or a few terms to study. These courses include the common branches, theory, and art of teaching, school law, etc."

Michigan:

Supt. P. H. Kelly said:

"In each of our State Normal Schools there is a special course for the training of rural school teachers. This is a course of two years and graduates from it receive certificates to teach for three years in rural schools, said certificates being renewable. We also have a law now providing for county normal training classes for the training of rural teachers. I enclose a pamphlet which will give you full information in regard to the work of these classes."

The following were among the recommendations contained in the pamphlet:

"That at least once during the school year the students and training teachers shall be required to visit rural schools and observe the conditions, needs, and limitations of the work."

"We urge the adoption of one or the other of the following plans of practice teaching:

(*a*) The arrangement of an ungraded room in which at least parts of three grades, or better, the representatives of four grades, shall be seated. In this ungraded room we can have part of the observation work and all the practice teaching.

(*b*) The second plan, and one which we advise in all cases where a "composite teacher" is arranged, is that the superintendent shall bring a small division of each of the grades below the seventh into the training room, to be taught there by the student teachers, and such pupils be returned to their respective departments when not needed for practice teaching. In order to give the students

practice in managing a room, the practice teaching during the last few weeks may be done in the regular grades." A "composite teacher" is made up of teachers from the regular faculty employed in the public school, the sum of whose work in the training class is at least four hours daily.

Qualifications for admission to classes:

1. "All applicants for admission must be at least seventeen years of age at the time of entrance."

2. "They must subscribe to the following declaration: I hereby declare that my object in asking admission to the training class is to prepare myself for teaching, and it is my purpose to engage in teaching in the rural schools, or in schools of not more than two departments at the completion of such preparation. I pledge myself to remain in the class during the year unless prevented by sickness or excused by the county normal board."

"Applicants must possess these academic qualifications to enter training classes:

(*a*) Any person who is a graduate of a graded school having at least a course of ten grades in its curriculum.

(*b*) Any person who is holder of at least a second grade certificate, or shall pass a second grade examination.

(*c*) Any person who has had two years of successful experience in teaching in the public schools."

The following quotation is taken from the course of study:

"Elementary Agriculture. In presenting this subject, a small school garden would assist materially. The material found in the bulletin sent out by the department should be carefully presented and explained. It is not necessary to follow any text-book named in our professional list in this bulletin, but they should all be used, as no two of them cover the same ground. What we need here is fundamentals and good common sense."

Among the professional books prescribed in the course of study are:

"Agriculture:

James' Practical Agriculture (D. Appleton & Co.)
Rural School Agriculture (Supt. Pub. Inst. of Minnesota.)
Bailey's Principals of Agriculture (Macmillan Co.)
Agriculture for Beginners, by Burkett, Stevens and Hill. (Ginn & Co.) The first book of farming, by Chas. L. Goodrich. (Doubleday, Page & Co.)

Graduates of the county normal training classes who have completed the tenth grade in a public school of the state are allowed to complete the normal school rural course in any one of the State

Normal Schools, after a residence of three terms of 12 weeks each.

Graduates of county normal training classes who have completed the eleventh grade in a public school of the state are allowed to complete the rural school courses in the State Normal Schools, after a residence of 12 weeks each, and graduates of accepted high schools who are graduates of county normal training classes are allowed to graduate from the rural school course in any of the normal schools after a residence of one term of 12 weeks, or two summer terms of 6 weeks each. Graduates of accepted high schools who are also graduates of county normal training classes are given one-half year's credit on either the graded school course or the life certificate course of the several State Normal Schools."

Illinois:

The Superintendent of Public Instruction of Illinois said:

"Several of the State Normal Schools offer a one-year course based upon the common school course of study. No certificate or diploma is given for the completion of this work, simply a statement. The pedagogical principals underlying the training of both classes of teachers must be very much the same. The difference in environment, number and size of classes call for some difference as to details of execution of the plan."

The President of the Illinois State Normal University, at Normal, Ill., says that the difference in the training of the teacher for the rural school consists, "In the greater emphasis put upon the natural sciences and certain topics in arithmetic, and the greater prominence given to Nature poetry. Required work includes study of soils, practical work in school garden, meterology, special elementary physics in addition to work required of other students in these subjects."

H. A. Hollister, of the Committee on Appointment of Teachers of the University of Illinois, writing from Urbana, Illinois, said:

"I may say in a general way, in answer to your questions, that there is no distinction made in any marked sense in the manner of training of teachers for rural schools as distinguished from teachers who teach in the city or grade schools. There is, however, a policy which is rapidly shaping to the effect that in our normal schools courses of instruction in elementary agriculture may be given, in order to enable those who are to teach in the rural districts to treat some phases of this subject intelligently. There are also two or three private institutions, partly academy and partly collegiate, which are offering similar courses. We also have here at the State University some students who are studying certain courses in agriculture and domestic science with a view to being better pre-

pared to superintend elementary instruction in these subjects. This is all that has been done thus far in Illinois."

The following article appeared in the *Bulletin* of November 23, 1905:

AGRICULTURE NOW TAUGHT IN THE SCHOOLS.

LINCOLN, Neb., Nov. 23.—Under the new law in the State all teachers in the primary and secondary grades must be able to impart the rudiments of agriculture to their pupils, to tell them something of the soil, its constituents, its culture, how it is seeded and how its crops are harvested. It is not supposed that every teacher will be able to farm, neither is it proposed to make of every pupil a practical agriculturist. The aim is to instil into the minds of the children a love and respect for agriculture, to make plain its possibilities, and in the end to make more farmers.

The new departure has come rather from the farmers than from the educators, although the latter have been quick to see the advantages of the new system. Scattered through the West are thousands of men who have made comfortable fortunes at farming. They like their vocation and they believe more men ought to be pursuing it. They believe also that there will never be much else in the West than farming, and that the thing to do is to shape the educational policy of this section so as to produce more farmers and fewer professional men.

Some Western States have established experimental high schools where agriculture is taught to advanced pupils. These have not been successful. The lay is not beginning the instruction in the lower grades. The mistake is now to be remedied. The advocates of the new plan insist that the present educational system has turned out too many trained dreamers and trained thinkers, and what we want is trained doers.

Missouri, Iowa, and Nebraska Universities have been offering for several years normal courses in agriculture for teachers who desire to or must give this instruction. This step has received the recognition of State Superintendents, who award certificates on the agreement to accept satisfactory work in agriculture in lieu of any science. The result has been to interest many teachers and to give rise to chairs of agriculture in the State Normal Schools. Other nearby States are following suit.

In Colorado Senator Patterson has offered $2,500 in gold prizes to be distributed among the children of the State for the best cereal seed raised within the next three years. The competition is open to every boy or girl under 18.

In Nebraska and Kansas, two great corn States, corn improvement is the end sought. Back of the movement is the influence of the State College of Agriculture, the farmers' institutes, the Corn Improvers' Association, and the agricultural shows. In forty-two counties this year competitions have been held, the object of which is to induce the boys and girls to study the principals and conditions of plant growth.

The public schools have in many instances taken up the work of corn growing under the direction of the county superintendent. In some the Farmers' Institute Associations of the neighborhood or of the county has organized corn-growing contests and arranged for a list of prizes. In others the teachers have urged the boys and girls to grow a patch of corn of their own and prepare to exhibit it at the school when harvested the next fall. The merchants and business men generally of the small towns have caught the spirit and offered the prizes.

The Sunday *Chronicle* of Nov. 12, 1905, contained an editorial on "Agricultural Education—Its Relation to Our Public School System," in which it was pointed out that owing to the arid summers in California one-crop farming was a necessity and that for forty years we have pursued this course until we can no longer pursue it with profit; that the wheat crop has fallen off in quantity and deteriorated in quality; that in all but the most favored districts there is deterioration in the trees and vines, causing them to succumb easily to the innumerable pests and diseases, and causing a very marked deterioration in the crops; that this matter has for a long time been receiving the attention of some of the best minds in the State, and that during the past ten years our advancement in definite knowledge of soil and its products has been wonderful; that perhaps the majority of the farmers have come to recognize that agriculture is a science whose foundation must be laid by scientific men by the methods of science; that through the agency of grange meetings, farmers' institutes, supplemented by "short courses" in agriculture given at the State University a prodigious amount of information has been disseminated among the farmers and out of this has grown the general conviction that education in agriculture is needed by those engaged in that industry and a recognition of the State University as our natural leader to that end; that the University cannot reach the multitude which never sees the University; that it cannot in farmers' institutes give instruction of a kind to make those who receive it independent workers and investigators of their own farms and crops; that it hardly reaches the younger generation at all.

The agricultural public of today is turning to the public school system as the proper agency to step in and keep the children on the farms; to give them some reason for staying there.

The master of the National Grange during the recent annual session held in Atlantic City gave an address in which he made a strong plea for the teaching of agriculture in the public schools. The California State Grange, which convened in Napa in October, 1905, appointed a committee to attend this session of the California State Teachers' Association "to place the views of the farmers before the teachers"—[To the end]—"that we [the grangers] may soon have the subject of agriculture placed in its proper position among the studies of the country." (Proceedings California State Grange —1905, p. 18) on p. 77: "We have not yet secured proper legislation upon the subject of agriculture in our public schools."

The convention of the California Water and Forest Association, held a short time ago in San Francisco, passed a resolution recommending that the State Board of Education introduce into the public schools text-books on agriculture, irrigation, and forestry subjects.

Should there be any difference in the training of teachers for the rural schools and the training of teachers for the city schools? Should there be separate courses given? If so, who will take them? At the present time all of the teachers in California who are teaching the rural schools are doing so with the expectation of making a good record and on that record securing a position in a city or twn school. The subject matter taught in the rural and the city school is the same. In what respect then does the work in the rural school differ from that in the city or graded school? What is it that a teacher must have to teach successfully in a country or ungraded school that she does not necessarily have to possess in the same degree in order to teach successfully in a graded school under close supervision, with a good teacher in the grade above and below her? Tact, adaptability, versatility. Are these qualities that can be cultivated or developed in people, or are they inherent? Why is it that every superintendent of schools in California is today doing everything in his power to fill the vacant positions in the schools in his county with girls just out of the California State Normal Schools?

Answering for one superintendent whom I know, it is because the recent normal graduates have this tact, adaptability, versatility, or whatever you wish to call it that enables them to get along with people, and they are therefore able to get along with children, to lead them to do without any friction what the teachers have been taught to believe the children ought to do.

This ability to harmonize on the part of normal graduates may not be due to training received in the normal school, but, if it is not, then it must be due to a process of selection and, if it is, then

wouldn't it be possible for the faculty of a normal school to tell better whom to select for rural schools if the undergraduates were occasionally given several grades to practice on, instead of one at a time? The recent normal graduates know something about co-operation. This again, if not due to training, must be due to selection.

Every educator will concede that you cannot accomplish what you should in a graded school unless all of the teachers know how to work together. If this is true in a graded school, where it is the duty of the principal to see that all the work is kept up to grade and properly dovetailed, it is a thousand times more important in a country school, where often times nobody but the County Superintendent of Schools ever visits the school and his visits are necessarily few, far between, and short, that a teacher should have the sense of co-operation developed to such an extent that she will go back over the work of the preceding teacher not for the sake of criticising or fault-finding, but sufficiently to know where the child is and what he can and should do next. Unless things change so that the rural teachers stay in one school longer, it will be necessary to develop a race of teachers who can look into the future and see what the next teacher is going to do, so as to prepare the child's mind and heart for what is coming.

There is no more reason for wasting a child's time by having him jump up and down in the same place in a rural school than there is in a graded school; there is no more reason for having him skip over work into a class where he is hopelessly drowned, because he cannot understand the work, in the mixed school than there is in the graded one.

There is no reason why a child should not be able to go from one country school into another country school or graded school and go on with his work without any material loss of time. While teachers should be allowed a great deal of latitude, there are certain fundamental things that should be and must be taught.

Of course, the Course of Study outlines the work of the grades and at the present time it takes but the slightest suggestion on the part of a County Superintendent of Schools to get the recent graduates of our State Normal Schools to come to the superintendent's office and talk over the course of study, the social condition, and the condition of the schools where they expect to teach. Is this attitude of the young teachers toward their work due to training or selection?

Nearly all of the graduates of the normal schools go into rural schools temporarily, expecting as soon as possible to get into city

schools. For this reason it would be rather difficult to give two courses of instruction in the normal school. Would it be desirable or necessary to do so? If the teachers are going to teach in both kinds of schools, shouldn't they be prepared to teach in either before they go to teaching at all? Teachers always have and I suppose always will shift toward the cities and towns. After a few years' experience a successful teacher in one school is very apt to be successful in another, but the country school gets the inexperienced teacher. The teacher who should have the most tact, the teacher who must be self-reliant, for she has practically no supervision, and must, therefore, rely on her own efforts and her own ability to harmonize with her surroundings as well as to teach school. It is the old question of the country doctor and the city physician and is regulated by the supply and demand. The country doctor has the fewest cases and gets the least money, yet he must be a general practitioner.

In most rural schools the salaries are too low to warrant teachers in taking special training in preparation for their work. Experienced teachers go to the cities because there the salaries are commensurate with expenditures incident to training, and because city life affords teachers opportunities for further study along lines of higher culture.

The teaching of agriculture in the public schools gives the teacher in a rural district an opportunity to meet the child on common ground, puts them both on a better plane for taking up other work. It gives a child a chance to tell what he already knows and thus encourages him to learn more. It gives the teacher an opportunity to gain the child's confidence. The child in the country school needs this kind of treatment, for it shows him that his teacher knows that he has a place in the world, that she understands and sympathizes with the work of the people in his neighborhood.

The child in the city school needs to know the conditions in the country, or he will remain ignorant of some of the most important industries, therefore work in agriculture, or nature study, or whatever you wish to call it, should be given in both city and country schools. The city child should be taught to respect the country and the man who lives in the country.

The argument has been used that we have no time to teach agriculture in the public schools, but that is not true. We have time, for we are already teaching it under the head of nature study. Perhaps we are not teaching the right thing in the right way, but we are putting in time teaching something along that line. What we need now is to know what we ought to teach and how to teach it. So much for any specific work which needs to distinguish the training of the teacher of the rural school from that of the teacher of

the town or graded school. The training should differ only in work that puts each in touch with environment. Any attempt to differentiate the training of rural and city teachers in California today, where teachers work for a while in the rural schools and then go into the city schools, would seem to be an unnecessary attempt at narrow specialization, and, above all things, we want teachers of broad experience. The ideally trained teacher would be the teacher who could teach in any grade from the kindergarten to the university, and in any school or locality.

But if the city schools find that the best teachers they have are those who have taught successfully in the rural schools, and they must, for they are constantly scooping them in, then why not train all teachers for rural schools in the first place? That is, give the students in the normal schools some experience in handling schools of mixed grades, give a little more attention to agriculture and a little less to something else. Is it training or selection of both that the Normal School is to give us? What we want is the trained select. The best should be selected and then trained, just as a coach, in determining who shall take part in athletic sports, selects the fittest and then drops from that number those who cannot stand the training. We can talk about arousing a professional spirit on the part of teachers from now on to the end of time. Teachers will have a professional spirit whenever it becomes so difficult to get to be a teacher that only the best can teach, that only those who can live in a professional atmosphere will become teachers. Then a teacher will be trained to teach certain subjects and she will be selected because she can adapt herself to any locality.

"To educate children for the farm, to hold them on the farm; we must enlarge rural environments, develop better social surroundings."

The latest conclusion of Commissioner Harris is that the way to do this is to gradually consolidate rural school districts. Then let us send teachers into the rural school districts so thoroughly impregnated with this idea that they cannot help giving it out.

"Education is to know for the sake of living, not to live for the sake of knowing, and it is more important what we make children love and desire than what we make them know."

Then let us never, never send a teacher into a rural district in a farming community who does not at least respect the vocation of farming. There is no place in the world for a snob, and least of all is her place in the school room in a country school district. In closing I wish to call your attention to an article in Maxwell's Talisman on "The School Garden Movement," in which Elizabeth S. Hill tells in detail how Nature Study is combined with practical

garden work in Greten, Massachusetts, and Professor Bailey of Cornell University is quoted as having said, "If we expect to interest our children, or grownups, either—we must begin by teaching the things that touch their lives. Where one person is interested in philology, there are hundreds interested in engines and wheat. From the educational standpoint, neither the engine nor the wheat are of much consequence, but the men who like the engines and grow the wheat are immeasurably important, and must be reached. There are 3,000,000 of farms in the United States on which chickens are raised and millions of city and village lots also where they are grown. I would teach chickens. I would reach men by the means of the old hen."

In the farming districts in California there is no school ground so small that a part of it might not be set aside for the children to plant flowers, vegetables, or whatever they wish to raise, but more important than the raising of flowers, vegetables, or any other product of the soil, infinitely more important than the training of a teacher along any specific line, is the selection of a teacher because of her ability to show her sympathy and respect for the people where she is working. A teacher should carry into the community wherever she goes the elements of true leadership. No teacher will succeed in any community unless she be a leader and leads in the right direction. A teacher should take into the community sympathy, culture, refinemment, and, with all, an abundance of common sense, whether she knows any agriculture or not. Being thoroughly equipped to adapt herself to the community where she is to work, it will not take her long to learn enough of whatever industry the people are engaged in, to lead the children to love and respect it. We certainly have no right to ask for anything more than beginnings in the grades of the public school.

MINNIE COULTER,
Supt. of Schools of Sonoma County.

* * *

Report of the Committee on Tenure of Office of Teachers, Laws Relating to the Same, and How Tenure May Be Improved

ELLWOOD P. CUBBERLEY, Chairman.

In some parts of the United States the old practice still prevails of having two terms of school each year and of employing a different teacher each term. The general practice, however, is to employ

teachers by the year, having an annual election, and making an annual contract with all the teachers. So general is this practice, and so long has it been continued, that it has come to be somewhat generally recognized as the right practice, and in a number of states the state law forbids School Boards to enter into any contract with teachers extending beyond the close of the school year. Such is the law in California, Section 1617 of the Political Code, division seventh, providing "that no Board of Trustees shall enter into any contract with such employees (teachers or janitors), to extend beyond the thirtieth day of June, next ensuing." Such a legal prohibition is partly traceable to a desire to prevent a well disposed School Board from tying up the town or city to long term, or even life tenure contracts with teachers, but chiefly due to a desire to preserve the patronage intact for each new set of school officers to handle.

The result of such a limitation is that all teachers' positions are practically declared vacant at the end of each school year, and a new election for all the teachers employed is then held. A few cities have been able to arrange somewhat better conditions of employment, the annual election being a mere formality in the case of all old teachers, but these cities are rare exceptions, and even in these the condition is likely to be changed at any time by a new school board or by some revolution in the wheel of political fortune.

This annual new deal involves a great waste of nervous energy on the part of both teachers and school authorities, and is wholly unnecessary, from the standpoint of the efficiency of the schools. Business employees the country over are not subjected to such conditions, nor are employees in any other branch of the public service which demands special training or ability. In the business world, street car or railroad employees; clerks in offices, stores, and banks; traveling salesmen; or employees in any factory where skilled labor is demanded, practically hold their positions permanently unless they become inefficient, or unless trade conditions make their services no longer necessary. There may be occasional new wage or salary contracts, but such a thing as all such employees being required to reapply for their old positions each year is unheard of and would not be submitted to. In the public service, too, employees in almost every other branch which requires special fitness or efficiency are better situated than teachers. Railway mail clerks, mail carriers, clerks in all government offices, soldiers, policemen, firemen, water-works employees, park employees, library employees—these, and many others have a tenure limited only by their personal efficiency for the work, and in most cases they are protected from dismissal except for cause by civil service rules. Teachers, almost

alone of all public employees, cannot be employed for longer than a year, must ask for re-election every year, and must run the yearly risk of being dropped without warning or hearing. Such a condition is not only unnecessary, but it is detrimental to the best interest of the service in which we are engaged. Sad as the condition may seem, I think it is nevertheless true that the teacher of today has not as certain tenure as even the itinerant Methodist minister. If the minister is not wanted longer by the community he is notified and the Conference secures him another charge, while the teacher who loses his position has to shift for himself, often to accept an inferior position elsewhere, and not infrequently to go without a position for the ensuing year.

The time of the annual election is always a time of uncertainty, and teachers everywhere worry more or less about the result. Every year in this, and in every other state, enough cases of injustice occur to warrant teachers in feeling nervous. Every year furnishes us with cases where good teachers, teachers who have devoted years of service to a community, are dropped without warning and without cause. Often the first intimation that these teachers have that they are in any danger of losing their places is an announcement that someone else has been elected in their stead. Great injustice is annually done to good teachers. As a result teachers generally feel somewhat nervous about the outcome, until they see their names on the list of elected. One is never quite sure what may happen when the board meets for the annual election. A quarrel and a trade over a janitorship or a principalship may result in other changes not anticipated.

In many communities, too, it is customary to delay the election until after the schools have closed, and in the smaller towns and rural districts the election frequently does not take place until late in the summer. This is often defended on the ground that the board can then work with greater freedom. This is a process which is wasteful in the extreme, and the amount of nervous energy wasted by teachers in worrying over the possible loss of positions they desire to retain, if it could be saved and focused on the education of children, would greatly increase the efficiency of the instruction given. Frequently the much needed summer vacation must be postponed until the board has condescended to act, and, in case of the election of someone else, a good portion of the remainder of the summer must be spent in beating the bushes to find another position for the coming year. As some kind of a position is too frequently an absolute necessity, it is not to be wondered at that we occasionally hear of underbidding and other acts of unprofessional conduct. The wonder is, not that such cases occur, but that the number of such cases is so small.

Boards of Trustees and Boards of Education, or at least certain members of such boards, not infrequently assume a somewhat important attitude in their dealings with teachers, and treat the old teacher as though faithful and efficient service gave her or him no particular claim to considerate treatment. Teachers, naturally considerate and sensitive themselves, frequently take such treatment as meaning more than it really does. They become blue and discouraged, their enthusiasm for the work is frequently destroyed, and they embrace the first opportunity to leave the work for service in some other field of endeavor where the conditions of employment are less irksome. This is particularly the case with men teachers. The best men will not remain in a work where real service is so lightly regarded. I often have men students tell me, in talking over school work, that they are attracted to the work of teaching and would like to engage in it, but that the conditions of tenure are such that they cannot afford to enter the work—that they cannot afford to spend years in training and then give years of faithful service to a community, after which they may be dismissed without cause and have to begin life all over again. It is the best men, too, who say this. Injustice and uncertainty are particularly discouraging to good men, and good men will not enter or remain long in occupations where the conditions prevail, unless the stakes to be gambled for are high. I personally know that one case of rank injustice which was perpetrated last summer by a school board in this State drove four Stanford graduates, all men, out of high school teaching into other lines of professional work. They declared that they would not remain in a work where they might, at the end of any year, be subjected to similar injustice, and that they owed it to themselves and to their future to change to other lines of professional work while they were still young enough to change easily. One prerequisite to attracting more men into the schools of this State is to improve the conditions of tenure.

As a reaction against this condition there is a tendency, in many parts of the United States, to go to the opposite extreme and demand life tenure for all teachers. San Francisco has had such conditions of tenure for many years. The plan possesses certain advantages, and it undoubtedly has been a useful protection and an inspiration to many a competent and worthy teacher. I do not believe that life tenure there has been nearly so much of a drawback to the efficiency of the school system as have the bad methods by which the teaching force has been recruited in the past and the lack of adequate and intelligent supervision from which the city has so long suffered.

Still, notwithstanding the advantages which the life tenure plan may have, it is nevertheless a most undesirable one to adopt. No

business could be conducted satisfactorily on such a basis of employment, and even with public employees under civil service regulations there is always provision for the elimination of the incompetent. In the work of teaching, where it is so easy to drop behind and die professionally, it is particularly important that the way be left open to eliminate those who have ceased to grow and who have lost their enthusiasm and ideals. In our desire to improve the conditions of tenure and protect the worthy teacher we do not want to go to the opposite extreme and forget the interests of the child for whom the school exists. The necessity of an annual re-election of competent teachers ought to be done away with, but the way always ught to be left open for the dismissal of those whom school officers deem no longer fit for the work. The permanent tenure plan, as carried out in San Francisco, does not provide such relief. It is practically imposible to dismiss teachers where a legal trial must be held and where incompetency must be proven to the satisfaction of the courts of the State, and it is a matter of common knowledge that the Superintendent and Board of Education have found it useless to make further attempts.

The life tenure plan, too, is further objectionable in that it tends to develop a self-satisfied and unprofessional body of teachers. The plan would not be so bad if all entering the work were carefully trained and selected, and if the teachers were in the State service, as in Germany, instead of in the service of individual localities. There the inefficient are transferred to smaller places, or even remote regions, while the efficient are selected to fill the best positions in the State. Because of this fundamental difference no argument from the life tenure system of Germany is a valid argument here. We have no state school service, ours being entirely local. But even in Germany a teacher may be dismissed for immorality or incompetency, as is occasionally done.

Between annual election and permanent life tenure there is a middle ground which we may take with propriety, and the enactment of which into law we may demand as an act of justice. A teacher who has rendered faithful service and is competent ought not to have to ask for re-election. Continuance in service ought to be assumed as a matter of course, and no official action, even though it be a formality, ought to be necessary to secure this. The whole burden of re-election now rests on the teacher, when instead the whole burden of dismissal ought to rest on the board. The teachers' continuance in office ought not to be assumed unless the board is willing to take the responsibility of notifying the teacher in writing, with reasons, that the board desires to terminate the contract at the close of the school year. If the board is willing to take this responsibility it clearly ought to have the right to do so. The

board, too, should have within itself the full right to decide as to the sufficiency of the reasons, without other appeal than to the people of the community. The board, though, ought to be required to give notice to the teacher not later than the last day of the school year in which the schools are in session, and not be allowed to wait until the teacher has gone away on her summer vacation, and then mail the notice.

This change, in shifting the burden of employment from the teacher to the board, where it ought to rest, would practically give life tenure to every competent and worthy teacher in this State, and at the same time leave every Board of Trustees and Board of Education as free to act in the dismissal of incompetent and unworthy teachers as they now are. The appeal from the decision, both for the teacher and the board, would be to the public. This change can be accomplished, too, by a very simple change in the school law, and I see no reason why the proposal should not meet with the general approval of the teachers of the State.

Section 1617 of the Political Code, which enumerates the powers and duties of the Board of Education and Boards of School Trustees, provides, in division seventh, that no contract with a teacher can be made which will extend beyond the close of the current school year. What we need to do is to repeal this proviso, or limitation, and to insert in its place the following:

"*Provided,* that teachers once selected as regular teachers of a school shall not be subjected to annual re-election, though a Board of Education or a Board of School Trustees shall have power to terminate the contract with any teacher at the close of any school year, by giving such teacher notice to that effect, in writing, and stating reasons. Such notice must be delivered to the teacher not later than the last day in which the school is in session. As to the sufficiency of the reasons for terminating the contract the Board of Education or the Board of School Trustees shall be the sole judge. Unless such notice is so given the teacher is thereby continued as a teacher for the ensuing school year, and shall have redress accordingly; and unless the teacher gives notice in writing to the school authorities, not later than two weeks after the last day in which the schools are in session, stating that he or she does not desire to retain the position longer, said teacher shall also be bound to the school authorities as a teacher for the ensuing year, and can be released only by the voluntary act of the school authorities. A teacher's monthly salary shall not be reduced during the time of the teacher's continuous employment."

Such a change in our school law would practically solve the whole difficulty, without inflicting permanent life tenure upon us.

It will naturally meet with the opposition of many school boards, because it will have the effect of compelling them to justify their actions more fully than they now need to do. This, though, is not undesirable. At first such a change in the law would make little difference in current practice in many communities, as boards are allowed plenty of freedom of action, but in time the law would build up traditions for itself in the practice of communities which would make the position of the good teacher secure everywhere and would relieve teachers of the annual worry they now go through.

By no means one of the least of the benefits to be derived from such a law would be the clear declaration of vacancies which would be made each year, and the possibility of defining unprofessional conduct more clearly than we now can. It would then be declared to be an act of unprofessional conduct for a teacher to seek a position which had not been declared vacant.

A question will perhaps be raised as to whether or not this should apply to the one-teacher country school as well as to the towns and cities. I would say yes, for it seems to me that it is in the country schools that the greatest injustice is done. These schools close in April or May, and the election seldom takes place before the middle of July, and often not until August. The teacher, in three cases out of four, would be willing to contract for the same school for the coming year at the time it closes, and then be free to go away for the summer vacation or to a summer school, and to go free from worry and care for tomorrow. Today the teacher cannot do this except as she has definite promises, and each year enough promises are broken to make teachers careful about accepting them too implicitly. To look out for the coming year, or to make assurance doubly sure, the teacher usually applies for a position in a number of places in the hope of securing one. This gives Boards of Trustees and Boards of Education the erroneous idea that there are plenty of teachers to be had, makes them even more independent in their dealings with teachers, and undoubtedly helps to keep salaries down all over the State. It is an evil, the effects of which are felt even in the cities, and it seems to me to be wrong to longer perpetuate so bad a condition of affairs. When the teacher closes her school at the end of the term she ought to know and know definitely whether or not she may count on teaching the same school the coming year. She has taught the whole term, the people have come to know her, and they have seen the quality and the results of her teaching. The community does not need additional data to decide the question, and it can be just as well decided between the people and the trustees then as at the annual school election. If the trustees are in doubt as to how to act they can give the teacher the proper notice, and re-employ her later if they see fit to do so.

She, on the other hand, can look for a position elsewhere and at once if she is not retained. I have no sympathy with the cry that the new trustee elected in the country district must immediately have his say in the election of the teacher. His vote is not only usually an ignorant vote, but it is often a prejudiced and an ignorant vote. He can have his chance three times, but the first time should not be at the first school trustee meeting he ever attends.

In asking that the annual election be done away with teachers are only asking to be placed on the same basis of employment as employees in other lines of business and public service. They are merely asking for something like civil service conditions. When we consider the nature and length of the teachers' training, the special qualities demanded for the work, and the importance of the service rendered, it seems to me that we are asking only for what is due as a matter of justice and right. Surely we can hardly continue to increase the standards for entering the teaching profession and continue to ask teachers to work for small salaries and be legislated out of their positions at the end of every year.

* * *

High School Education—A Preparation for Life

General Aim of the Paper:—To examine the claims made for each subject of the High School curriculum and in such claims to separate what is merely an expression of an ideal from what in practice is an accomplished fact; to ask regarding the residue thus obtained from each subject, what is its value to the masses of students who are to become neither research workers nor advanced students of technical subjects; to suggest subjects and topics and treatment of such which will more fully meet the needs of the masses; and to consider the problem of adjusting our course of instruction to meet the needs of the masses on the one hand and of research workers and technical students on the other.

ABSTRACT OF THE PAPER.

A. THE CLAIMS FOR THE STUDY OF FOREIGN LANGUAGES:—

The Ancient Classics:

1. Gives an insight into and an appreciation of two great civilizations which made large contributions to our own:—

In practice attention is focussed wholly on the mechanics of language, hence these subjects are without content and the above claim is not realized. For the masses the worth of analyzing our civilization into its threads and tracing each to its source is questioned. Not essential to the appreciation of our own civilization and the shaping of one's life to its standards. Classicists are inconsistent

for we are indebted to Hebrew civilization for more than to either that of Greece or Rome, hence why do they not urge the study of Hebrew in our schools? But granting the above end to be of value to the masses it can best be reached through the study of translations, of history, and through the discussion of special articles bearing on the contribution to our civilization—not through the study of the mechanics of the languages concerned.

2. Gives a more perfect command of the mother tongue:—

An examination of the note books of students, which contain translations, and an observation of the translations which are accepted in the class room show that students develop a mongrel English analagous to the "Pidgeon English" of the Chinese. The conclusion is that in practice language teaching is destructive to the mother tongue and the claim to the contrary is merely the expression of an ideal.

3. General disciplinary value—trains the analytic and reflective faculties of the mind:—

Granted that power here helps in the study of other languages, but not as regards other fields. Reference made to the present status of the question of formal discipline. But even though it has all the value claimed, yet as the same claim is made for all other fields of knowledge, the disciplinary principle is non-selective and must be abandoned as a principle by which to retain or reject either subjects or subject matter.

The Modern Languages:

1. General disciplinary value:

Already discussed above.

2. As an introduction to the life and literature of France and Germany:—

Objections under "Ancient Classics," No. "1," apply here as well.

3. As a preparation for pursuits requiring ability to read French or German:—

To the masses such subjects as tools a waste of time, as no use is ever made of them. They have value to research students and to students of technical subjects only.

4. As a means of intercourse—requiring conversational ability:—

There is not the same need in America as in European countries where, by reason of geographical location, commercial interests, mixtures of people, facility in several of the living languages is a

necessity. Speaking ability in a language requires much more practice than the schools can give, hence the above end is both unimportant and unattainable.

General Conclusions Regarding the Study of Languages:

For the most part the traditional values are ideal and are never realized in practice. The residue, if any can be obtained by the masses in a brief time through translations, through history, and through articles and essays in point. Of real value only to a few specialists and in the preparation of the relatively few who will pursue advanced study along technical lines.

B. THE CLAIMS FOR THE STUDY OF MATHEMATICS:—

1. As a training in logic:—

The logic of mathematics is a special logic and without value except within its own field. The logic which life demands is of a very different order. Too long continued application to mathematical study unfits one for meeting those problems wherein all factors are not known and wherein it is impossible to assign values to those factors whose presence are known. A study of the problems of history, of literature, or of the political and social life about us would come much nearer giving that logic required by life.

2. As a means of training the mind to think:—

Merely the disciplinary theory already referred to. This conception, advanced by ancient philosophers, has long dominated the teaching world and is responsible for many of the difficulties of present-day mathematical study.

3. Because of its contribution to learning:—

It is true that modern mathematics has become indispensable to scientific research, both in interpreting and systematizing facts already observed and in anticipating certain results to be obtained from experiment. Broad knowledge of the subject is not necessary to the understanding and use of conclusions reached through its aid. Granted of high value to the specialist and to the student of technical subjects.

General Conclusions Regarding the Value of Mathematics:

Most of the mathematics taught in our schools necessary to experts only. So far as direct good is obtained, courses in secondary mathematics can be greatly abridged and the several branches of the subject co-ordinated to a considerable degree. To illustrate:—

A COURSE IN ALGEBRA should be built up with the equation as the central and important idea. From such a course should be omitted such topics and exercises as: Fractions several times compounded, mysterious and unwieldy combinations of brackets and braces, the finding of the greatest common factor through successive divisions, factoring except in direct relation to the equation and then not of intricate expressions, difficult combinations of indices, all but one method of completing the square in handling quadratic equations, the binomial theorem, and all text-book problems of the traditional sort involving the equation and substitute therefor problems in interest, in percentage, and problems drawn from the business and scientific world and which admit of the use of the equation.

A COURSE IN PLANE AND SOLID GEOMETRY: As a mathematical method geometry is of little value. In fact, the great development and practical use of modern mathematics is due to the displacement of the geometric method by that of algebra. Only those portions of the subject which deal with common geometric figures and solids should be given. The preponderance of the work should be observational and inductive, though enough of demonstational and deductive work should be given to give a clear notion of the method. Opportunities should be sought for the application of geometry to life. These can be provided along the lines of practical problems of mensuration, preparation of plans and estimates, designing, pattern making, the geometrical representation of statistics, etc. There is nothing in solid geometry of value beyond the mensuration of a few simple solids. In connection with the study of the properties of the triangle I would teach its trigonometric functions and provide exercises such as to show the application of these functions in the practical work of life.

I do not believe in presenting this subject of mathematics under the guise of the so-called branches, but merely as a course in elementary mathematics. I believe that if algebra, plane and solid geometry, and trigonometry were stripped of the padding which has been used by the specialists to make of each a logical and complete whole, as well as to make each as difficult as possible, the essentials could easily be given in one year of time.

A COURSE IN APPLIED ARITHMETIC: I wish to see the high school make a return to arithmetic. Not merely a review of the work in the grades, but a thorough going course to meet general business requirements. Such a course would provide (1) exercises to develop speed and accuracy in integers, in common and decimal fractions, in percentage, and in interest; (2) exercises in determining, in business transactions, what the problem is

as well as in solving it. In the arithmetic of the grades the problem is stated and the solution is the only point of difficulty; in business the difficulty lies not in the solution, but in determining what the problem is; (3) familarity with some of the larger problems of the business world as: How to borrow money, the nature and value of securities, common forms of investment, the basis and use of credit, the value of system in business practice, the nature of a business contract, the general information of how banks are conducted, how money from the sale of goods is returned to the seller, etc. Such a course in arithmetic will go far toward putting one in touch with the general business world, then it puts one in possession of that body of information concerning business practice which will enable him to safeguard his own interests.

C. THE CLAIMS FOR THE STUDY OF THE SCIENCES:—

Aside from its claims on disciplinary grounds, training the observation, developing a love of nature and a sense of the beautiful, its chief contribution lies in its tribute of information.

As now taught, however, little information of a general or valuable character is obtained therefrom and the time spent in studying physics, chemistry, geography, and the biological sciences is, so far as the masses are concerned, a waste of time, for the courses as now given appear to be arranged with the disciplinary end in view rather than with the purpose of giving a body of valuable information.

In the interest of the masses the courses in science which I hope to see given are somewhat as follows:

ASTRONOMY:—Not technical and mathematical astronomy, but a conception of its wonders, of its achievements, and something of the men who have made it what it is. I should want such topics as the following treated: The Sun—heat of, brightness of, distance of; how distances are measured—shape of, size of—sun spots, supposed relation of to our weather; The Moon—size of—eclipses —about telescopes, lunar craters—possibility of life on the moon; The Planets—nature of —satellites of—rings of—discoveries concerning by Tycho, Kepler, Newton, Herschel—an account of the remarkable discovery of Neptune (showing the contribution of mathematics); Comets—movements of—materials of—meteors—what becomes of them—showers of; Stars—as suns—number of—distance of—how we find of what they are composed—how they are photographed—names of a few important contellations. All this treated in some such fashion as in Sir Robert S. Ball's "Starland." Ginn.

Further, in this same connection I should want presented the story of the achievement of some of the great men who have made contributions to this science:

Copernicus, and the motion of the earth.

Tycho Brahe and the earliest observatory.

Kepler and the laws of planetary motion.

Galileo and the invention of the telescope.

Newton and his discovery of the application of gravity to planetary motion; His Principia.

Herschel and the motion of the fixed stars.

Discovery of Neptune.

The foregoing topics as treated in Sir Oliver Lodge's "Pioneers of Science." Macmillan.

Again, I should want some attention given to the Nebular Theory and how it accounts for the evolution of the Earth, the planets, and the Sun from the fire-mist. As treated in Sir Robert Ball's "The Earth's Beginnings." Appleton.

GEOLOGY:—Comparatively little attention to the technical and structural side of geology, but much to its historical side, which treats of the earth and its life previous to the present time. Such topics as the following will suggest my point of view in the treatment of this branch of science:

The Nebular Theory to account for the beginning of the Earth (See course in Astronomy above).

Forces of erosion operating on the solidifying crust and the result in stratification of rocks.

The great lapses of time which the geologist must take into account and some notion as to how he is able to reckon the age of geological periods.

A brief survey of the five primary divisions into which geological periods have been classed to obtain a view of the characteristics of each from the point of view of the kind and condition of life which obtained in each—likewise attention to the method whereby geologists have drawn their conclusion regarding the characteristics of each.

The ascending orders of plant and animal life, and how both in their development have been brought about through the direct action of the various physical forces.

The various natural products of the earth having an economic value, such as Iron Ore, Graphite, Granite, Coal, Petroleum, Gas, Limestone, Marble, Copper, Gold, Silver, considered as to the causes of their origin and to the nature of their deposit.

METEOROLOGY:—Such topics as the following: The limitations of our knowledge of the contest be-

tween man and the weather—the winds, movements and effects—air, its pressure and what modifies same, how pressure is measured and what it signifies—"cyclonic" and "anti-cyclonic" areas and direction of the movement of the same, weather accompanying each—the making of weather maps—what the weather bureau of the United States is doing. As treated in Harrington's "About the Weather." Appleton.

GEOGRAPHY:—Should be largely industrial rather than locational or descriptive. Such topics as the following should be comprised in the treatment of this subject:

Life story of typical products—wheat, corn, sugar, cotton, beef, etc.

How these commodities are marketed—the great systems of transportation, land and water, in their economic aspect—the significance of the opening of the Suez and the Panama canals on world commerce.

The idea of division of labor as applied to occupations and products of given countries and of localities. (Ward's "Primer of Political Economy" should be read and discussed in this connection.)

How civilization has progressed through periods of work rather than through periods of war and of conquest.

A comparison of different countries as regards commercial activity and a study of the factors which have determined such status.

Winds and currents, and the use to which these are put in commercial world.

BIOLOGY, PHYSIOLOGY, FORESTRY, BACTERIAOLOGY, etc. (A general course.)

Not the technical study of cells, of cell division, of maturation, of fertilization, etc.; not much of histology; nor of the technique of the miscroscope, but much about the animate world about treating such topics as:

Propagation of plants, seeding, cuttings, grafting, budding, transplanting, fertilization of, migration of; Poisonous plants, weeds, Insects, beneficial and injurious, habits of the insects of the household and means of the extermination of; Birds as related in an economic way with mankind; Elements of forestry, as influence of forests on soil formation, on drainage and on climate; as given in Hodge's "Nature Study and Life," Ginn. The general anatomy and physiology of higher animals and of Man; theories regarding factors in Man's evolution as given in Morris' "The Pagan's Progress," and in Stanley Waterloo's "The Story of A B."

The function of bacteria in disease and health of plants, animals, man.

In all this work in science the laboratory and the dissecting room are not to be considered as an end, but as a means of illustrating and making clear certain important conceptions. The science of the school room should not be the science of which deals with dead things, which is wholly occupied with the mathematics of physics, or concerned with the technique of the microscope—that dead formalism which completely dominates our high school and university courses in these subjects—but with the living, active side of Nature, which interests and concerns mankind in a very real and vital way.

D. THE VALUE OF HISTORY AND CIVICS:—

Very great—not in its direct contribution to the solving of the political problems now confronting us, but in giving breadth of view and sanity in the consideration of such questions. It serves to preserve our thinking from narrow confines which leads to false conclusions and to bigotry. It should be taught not for the sake of its method—the so-called historical method—nor for its training, but solely for its information on certain crucial periods of the world's history. Attention in this study should be focused on the large and most significant epocs, although sufficient related detail should be given to create mental pictures. Four blocks of history should receive consideration:

Ancient History: Greece and Rome particularly, with a little attention to the older civilizations.

Mediaeval History: With attention on such topics as: Feudalism and chivalry, the history of the Church, its influence and its overthrow politically, the divine right of kings and the result of the opposition to, the growth of individual liberty, the rise of our great modern nations, etc.

English History: Particularly with attention to the course of our own history as influenced by that of England.

American History: Grouped about a few topics: The discovery and exploration of our country in the light of the awakening of the Middle Ages, settlement of our country in the light of European conditions, civil and religious; the rivalry for supremacy among the nations represented in North America; the break with the mother country; movement toward expansion, causes and extent; the great internal struggle and how the breach was and is being closed; present day problems which confront us. This outline, together with a survey of the mechanics of our government in its executive, legislative, and judicial aspects, will accomplish all that the majority can hope to get, or which will be needed by them in life. If taught by a live, wide-awake teacher full of her subject

and characterized by largeness of view, the subject cannot but be most helpful as well as most interesting.

E. THE STUDY OF THE MOTHER TONGUE:—

I would demand that more attention be paid to (1) the mechanics of the language—to diction, style, felicity of expression, to developing a terse, idiomatic power in its use. (2) To the content of the language. The great books of the world, including the Bible, should be read, not for dissection, but for the value of their ideas and their helpful influence on the reader; these should be freely discussed. Similarly the great poems and the great dramas should be studied.

POWER TO SPEAK IN PUBLIC should be cultivated, for it is this more than any other one thing which gives one man power over others. This ability can be gained through the old-fashioned debating society, through literary societies, and through reading clubs in which all are expected to participate. Demand in all this great attention to the use of the language to the end that a clear, forceful, and effective style be formed. It can be done. Call attention to the words of the language, their origin, how their meaning has changed, what the exact shade of meaning is which a given word connotes. By demanding much in this much will be given. In the clubs and societies live questions should be discussed: Railroad rate legislation; freight discrimination; power which should be delegated to the Interstate Commerce Commission; the Negro question; life insurance management, the methods of frenzied finance; reclamation projects; our present system of taxation and its weaknesses; the regulation of foreign immigration, etc. Thus would there be a close point of contact established between the school and society in the large.

F. A COURSE IN HUMAN ACHIEVEMENT:—

Somewhere in the school course I should want the masses to read about men who *have done* and *are doing* things. This is the greatest stimulus to high endeavor and faithful effort that can be given. Have them read of the struggles and achievement of statesmen, inventors, artisans—men of high and low degree wherever they have lived noble and effective lives. Do not limit merely to men who once were poor and who became rich—a false standard of success—rather of men who have had ideals and who have lived up to them.

Such books as the following will give somewhat the material which I should want presented under this caption:

William's "The Romance of Modern Locomotion." Lippincott.

Doubleday, "Stories of Inventors." Doubleday, Page & Co.

Williams, "The Romance of Modern Invention." Doubleday, Page & Co.

Gibson, "The Romance of Modern Electricity." Lippincott.

MY POINT OF VIEW:—

From the foregoing outline of courses I think my point of view becomes clear: The secondary school has no other purpose than that of usefulness to the present age, an age of activity, of rapid progress, of grave problems, and with little time for indulgence of mere tastes. But it is not a narrow utilitarian view which I hold for I believe the most useful education which can be given is that which gives largeness of view, and a many-sided contact with the life about us. Courses shaped to this end bring with them their own peculiar scholarship and culture not that of the classical student, nor of the mathematician, but a vastly more useful one for the masses in this present day than either that of the one or of the other.

CHANGE IN PLAN OF ORGANIZATION TO MEET THIS DEMAND:—

A change in our plan of organization is demanded if the interests of those desiring to become research workers and students of technical subjects are conserved along with that of the masses. I would recommend, therefore, that (1) The elementary school course be limited to the first six grades as now given and that attention be therein paid primarily to the tool subjects, however, giving as much contest as is consistent with good work here; (2) The High School course begin with the seventh grade and continue for four years, during which time there should be taken by all some such course of instruction as I have outlined above. The masses completing the course will drop out two years younger than at present and go into business or into some other line of non-technical activity; those wishing to continue their study to prepare for professional or technical lines requiring higher preparation will then enter college or university where the tool subjects necessary to their specialty will be presented. After four years' work of the general nature now being given in the high schools and in the Freshman and Sophomore years of college, a post-graduate course of two years could be given in the particular branch in which the student wished to specialize. Thus the masses will get that broad useful culture needed by the business man as well as by the scholar, and yet get out into life two years earlier than at present; while the research student can take four years of under-graduate work and two years of post-graduate and consume no more time than he does under the present arrangement.

F. F. Bunker

Report on State Teachers' Reading Course

Today is a remarkable moment; it holds every possible experience. We forget that yesterday is dead, that tomorrow is unborn, and that today is the crisis of life, and for the most part we lend blind eyes and turn deaf ears to the daily invitation to larger experience and larger life. It is so easy to be dull. It is so easy to give our second-best, to be less excellent than we might have been. We speak pityingly of the one whose early education is neglected, but have no pity for our fellows or ourselves that the far greater opportunity of a later and more mature education is wasted. In mature life the process changes hands. Education becomes the sole work of the individual; it has become in a very real sense original work and the altogether significant, compelling, momentous thing in this mature education is the idea which inspires it.

If an exact estimate could be made of how teachers spend their leisure time—the hours not needed for work or recreation to keep the mind and body in proper condition—it would show a result more alarming than any fire-bell that ever rang in the night. Right here is the dividing line. It is just as important to use the leisure time rightly as to work faithfully and well. In any and every field of endeavor that person who regards his education as finished, who feels that he has learned all that it is necessary for him to know in his trade or profession, soon sees, if he did but know it, the rearmost lights of the passing procession. And, again, the person who has no interest beyond the place where the work is done, lives on a much lower plane than one whose life is fuller, richer, deeper, and more versatile. That a teacher may stand for something in the educational world and out of it, she should be encouraged not only to broaden her school work, but should take up some line of outside study that shall stand for recreation and culture. Teaching, just teaching itself without initiative and responsibility, without the sense of unrush and progress, does not seem entirely worth while. It creates that intolerable ennui before the game is played out. Pity, oh pity, a human soul that with all nature spread out before it, is giving its energy to the simple details of a single grade! Such teaching is a treadmill where ambition and aspiration for the noble and better things are killed. The teacher must not only be creative and create, she must be free—free to put the best of self into the work—free to be a positive, creative force. In no place is there more need of such good, true, strong characteristics. Here manhood and womanhood in the highest and noblest excellence have a chance to count for much.

Permit me to illustrate two extreme types. At a luncheon a few days ago a recent college graduate sat at my right. She was a

teacher in a large city system. I enquired about her work and the special lines in which she was interested. Her reply gave me the shivers. So far, at least, as her means of livelihood was concerned, I was sitting beside a moving, speaking corpse. She was a seventh grade teacher. Her principal, she said, was one of the best in the city. She knew much more about teaching than she did. She told her what to do and she tried to please her. The principals were held very rigidly to requirements and there seemed nothing for her special responsibility. It certainly saved her much trouble and she got on pleasanter by doing what she was told. There were two possible interpretations and we will hope the teacher misunderstood her principal, as this would entail disastrous results upon the fewest number. The other was that the principal understood not the objects of supervision and its limitations. In a certain sense, it can neither originate nor lead; it certainly should never set bounds or impede progress. Supervision can make potential possibilities actual. The superivsor can train into more than mediocre powers a teacher who brings to her work mediocre potentialities. A supervisor can give incentive, stimulate motive power, and direct their use. The object is to give largeness of vision, soundness and soberness of judgment, without which a teacher can not exert a beneficent influence upon her pupils.

I inadvertantly elicited a far-reaching response from a high school pupil recently. The teacher was a man who had attained considerable note in his subject. The pupil said, "The teacher knows a lot about his subject. I like my work and we are getting on, but I would never dare to express in class the thoughts that I have worked out for myself. I study the teacher and give what he wants." Unwittingly the pupil had sifted out the "killing point." He was being trained for facts; their acquisition was paramount. Power, growth, culture values, were swallowed up in facts. The standard of his work was quantitative instead of qualitative.

I pondered over this remark and here are a few questions that came up for answering: Can this criticism be justly made of our schools today? Do we lay too much stress upon grades, marks, ranks? Can the finer and more lasting results of study be estimated by per cents? Can they be placed in black and white upon paper? Have we been insisting upon accumulation at the expense of quality, of power, of growth? That knowledge, certainly, is a poor thing that is gained at the expense of these and stands condemned even though it be acquired in the name of education.

From my observation, it seems to me that as a class, teachers are too serious. In our austere moments we look upon pleasure as the favorite bait of the Father of Liea when he goes angling after poor human souls. There seems to be an impression that there are not

enough cakes and ale to go all the way round, and that it is a mark of virtue to give the first "grab" to the other person. In truth, there is enough pleasure and to spare. Only one must find out what true pleasure is, and, indeed, go on finding it out. There is no fixed goal. Happiness seeking conduct must be kept sound and true by learning to love true pleasure instead of its counterfeits. It is worth a thousand times more to be laughed and talked into hope, faith, and joy than to know numberless facts. Joy is retroactive, and is a relish of great value to the teacher who must furnish relish for fifty children for a thousand hours in the year. The teacher should cultivate a cheery disposition, a genial comradeship, a merry laugh. She should not let the fund of wit and joy lessen. They send a genial glow shooting athwart the current of the blood, or thought, electrifying it anew.

To keep alive the spirit of wit, the sense of humor, I would suggest that

Clemens: The Advent of Tom Sawyer,
Clemens: Huckleberry Finn,
Stockton: The Casting Away of Mrs. Lecks, and Mrs. Aleshine, be added to the list.

For the more serious reading, to give the broader viewpoint of education as a preparation for life, I would suggest

Henderson: The Children of Good Fortune.

For general information on present day accomplishment

Lodge: Pioneers of Science, is a valuable book.

KATE AMES,
Napa.

* * *

ADDRESS

The Public School System From the Standpoint of a State Superintendent

One day last spring a great longing came over me to once again visit my old school and look into the faces of the boys and girls to whom I had bidden good-bye some seven years ago; but, when I came to realize that nearly every child had, in the natural course of events, passed out of the school and that none would be left to greet me, a great feeling of loneliness and responsibility crept over me.

Loneliness on account of the absence of my young friends and responsibility when I fully realized that I could not lift from my

shoulders the weight of personal responsibility which has rested upon them while performing the duties of my present position. I somehow never before had brought to me so vividly the realizing sense that during that time not only the children of that particular school, but a whole generation of children had entered and passed through the elementary schools of my State and I could not help thinking how much more I might have done for them had I been better fitted and better able to utilize all the educational forces at my command.

For the most part, those children were well born. They had good bodies with senses acute, nervous system capable of responding to outside impressions, untainted blood, good digestion, capacious lungs.

Those children had a right to healthy, well trained bodies, to the judgment and direction of intelligent parents or guardians, to cheerful and helpful surroundings, to the best intellectual, moral and industrial training that the age affords, to membership in happy homes; in short, to everything comprehended in the words "education" and "training." They should have had a better chance to enter upon and enjoy a fuller and richer life than any preceding generation of children ever had.

This educational work cannot be postponed. It must be done now or forever go unaccomplished. It cannot wait until the mortgages are paid, the houses built, the factories established, the orchards and vineyards planted, the streets paved; it cannot wait until poverty has been annihilated, drunkenness cured, public officials rendered incorruptible, the heathen Christianized, or right views of public finance instilled into the minds of all citizens. No, the period of growth is the period of culture, and if this generation of youth is to be educated, moulded, trained, it must be done while the minds and bodies are plastic. Any other interest of society can wait, but the high tide of educational opportunity comes but once to each generation. This doctrine is indeed, old and universally accepted. I am speaking platitudes; but we are not yet acting in accord with our beliefs. If these children were Hambletonian colts, there would be no questions of their successful development into fleet and surefooted racers, but, alas, they are only boys and girls.

* * * * * * * *

When I was first a candidate for State Superintendent, an old-time friend said to me that, should I be elected, I must not forget that good school work was being done outside the city of Portland, and I told him at that time, that I would never forget that the

rural schools were the backbone of our educational system, and that I would bend every energy towards their improvement, and, in my humble way, from that day to this, I have endeavored to keep my pledge. What did he mean? He meant that the school system was many-sided and that it was my duty to recognize and study every side.

I have ever striven to remember that the present school system is the result of many a hard-fought battle on the part of its friends; and how little one could do in the course of an ordinary life-time in organizing and perfecting a new system, should all vestige of the present system be so obliterated that no remembrance would be had that a system of education had ever been thought of, and that one should hesitate to criticize unless he knew full well that he could build a better one. Sometimes I think we, as a people, are apt to take the public school system as a matter of course, as we do the sunlight and the air we breathe. A woman came into my office some years ago and stated that boys who attended a charity school should know enough to behave themselves. She was only voicing the sentiment that prevailed at the time of the inception of the public school system. But not so today. Our schools are not for a moment considered as such, but, on the contrary, they are institutions in which all are on a level, where rich and poor, high and low, native and foreign, white and black, the Christians and the "heathen Chinee" meet together, and the common school is free to them all.

* * * * * * * *

This brings me to the question I wish to discuss, viz., what is the true function of the public school, what are its aims and purposes and how should it be administered to meet them? The answer to this question must be for both the individual and for society. My answer is that the function of the public school is to fit the youth of our land to meet the demands of an ever changing and progressive civilization, and the nearer the work of the school meets such demands the more successful and popular it will be and the more it will appeal to the support of right thinking people everywhere. In other words, it is the function of the school to follow, not lead. It should endeavor to discuss what such a civilization demands, and right about face, if needs be, to adapt its aims and methods to meet such demands. The thought that we follow and do not lead in such matters may be startling at first, but I believe a careful survey of the situation will lead us irresistibly to that conclusion. The self-sufficient educator is apt to think that the school sets the pace for all that is highest and best in civilization.

When a sociological change has been brought about we must not lose sight of the fact that the changing of school conditions to meet the change must be left to the educational expert. That must not be lost sight of for a minute. During the past fifty years there has been industrial revolution brought about by the invention of labor-saving machinery, which revolution has caused a revolution in the sociological conditions of our civilization. These changed conditions are calling loudly for changed conditions in our schools. Why should they call upon the schools? For the simple reason that the public school is the only organized educational institution extant for the education of our youth, and hence, it is but natural that it should be appealed to to solve the problem. True, there might be organized another educational system built on different lines to meet the needs of the industrial changes just noted, but it is so much easier to appeal to a system already organized than to organize a new one. And, somehow, I have such faith in the public schools and in the good common sense of those who administer them that the problem will eventually be solved and solved correctly. Just how this may be done I am unable to say, but that it will be done I verily believe. At present the signs of the times point unmistakably to the adoption of three distinct courses of study, to provide for the needs of three classes of pupils as shown by their natural endowments or adaptabilities, which are: the hand minded, the commercially minded, and the literary minded. Our courses of study have from time immemorial been framed to meet the demands of the literary minded, utterly regardless of the fact that most of our children belong naturally to the other classes. These courses have been modified somewhat in recent years by the introduction of scientific courses, and to some extent by the introduction of manual training, but not nearly so much as the increasing needs of the pupils demand. Our educational experts, urged by the demand on every hand, are thinking as never before as to how our present system may be modified to meet these demands. The public school system, then, from the view-point of a state superintendent, is one that is flexible, that is adaptable, so much so that it meets the demands of the age in such a way as to bring the greatest good to the greatest number. Unless it does this it has no valid claim for existence. A superintendent, in my opinion, does his best work when he is able to so adapt the means at his command for the accomplishment of that purpose.

I am not unmindful of the fact that the home should bear its part of the burden, yet the work of the school should support and

directly aid the work of the home. There are two worlds—the school world, and the real world.

The growth of the American school system supplies material for a remarkable, a fascinating, even a patriotic and glorious story. No other great people ever gained such splendid educational conceptions for the masses; for an unlimited educational opportunity for every son and daughter of the people. No other people ever thought of providing schools for every rod of such wide and sparsely settled territory as ours; no other people ever attempted to provide the best free schools of all grades for all classes in such cities as ours. No other great nation in the world has builded an educational system upon such plans—so flexible, so adaptable to the national needs, so expressive and promotive of the national life. And it has not been done by a monarchy, or by a ministry through the use of dictatorial powers, but by millions of the great, liberal people, moved by the highest purposes, acting through primary meetings, and then exercising sovereign powers through representative and responsible assemblages.

One of the creations of this common power is our unique system of popular education. American schools have from first to last reflected American economic and political conditions. It may be well doubted whether the self-contained belief of the teaching fraternity, that the schools determine the courses of people, is justified. They are implements which break up the road; they are lights which light the paths, but they are the instruments more than the creators of the national civilization. The schools have advanced with the growth of the nation and the progress of civilization. They are much better housed; they do much better work, and they are more scientifically taught than in primitive days; but it was easier for the early schools to meet the small demands of their day than for us to see the tendencies of these seething times and meet the claims of the multitudes who are waiting upon us.

And so by united, persistent efforts, may we lay our hands upon this common school, the school of the masses, this safeguard of society, this stronghold of the nation, and raise it to a higher and broader plane of usefulness than it has ever occupied.

J. H. Ackerman,
State Superintendent of Public Instruction, Oregon.

THOMAS J. KIRK,
Superintendent Public Instruction.

STATE OF CALIFORNIA

Department of Education

SACRAMENTO

March 10, 1906.

To Members of School Boards of the State of California:—

I take pleasure in handing you herewith a copy of the proceedings had by the School Board Convention of the State Teachers' Association of 1905. This pamphlet contains so many valuable suggestions and so much practical wisdom in the management and conduct of the public schools of the State, that I feel sure it will be read with interest by all school trustees and that such officials will be helped in many ways in the performance of their duties by a careful reading of the same.

I desire particularly to call attention to some of the drawings presented and to the paper read by Architect W. H. Weeks. He presents some features tending to revolutionize present unsightly appearances and prevailing unsanitary conditions of country school houses, grounds and out houses, which I believe are worthy of careful consideration.

I have deemed the proceedings of this particular department of the State Teachers' Association of sufficient importance to have them printed in this special pamphlet form and ask that you as school officials of the State of California give consideration to the many valuable suggestions therein contained.

This pamphlet is sent to the clerk of each school district, and he is requested after reading the same to hand it to his colleagues of the board. It is hoped that when they have finished with it, it may be placed in the school district library that future trustees may avail themselves of its contents.

Fraternally yours,

THOMAS J. KIRK,
Superintendent of Public Instruction, and Chairman School Board Convention.

Department of School Boards and School Trustees

President.....Thomas J. Kirk, Sacramento
Vice-President.....R. M. Shackelford, Paso Robles
Secretary.....Miss Ellen A. Lynch, Red Bluff

The first session of the Department of School Boards and School Trustees was called to order promptly at 9:20 A. M. Wednesday morning in the Observatory building. President Mr. Kirk opened the meeting with a brief statement of the purpose of the department. A full program had been arranged which needed every moment of time allotted, so very little time was taken up in preliminary remarks. This was entirely a business meeting from start to finish, with none but the highly earnest men, specialists in their line, on the program.

At the close of the meeting Mr. Kirk in a few well chosen, hearty words, thanked all those who had contributed to the success of the session, either by addresses or by their presence and close attention. He expressed the hope that it would not be long before a State Association of School Trustees and School Boards would be organized.

Resolution introduced by Supt. Baldwin of San Diego and seconded by John S. Dore of Fresno:

WHEREAS, In the judgment of the Department of School Boards and School Trustees, the educational interests of school districts would be highly subserved by and through the circulation in each school district of the published Proceedings of the California Teachers' Association, therefore, be it

Resolved, That the Proceedings of the California Teachers' Association should be placed in the Library List of each county of this State; and further, be it

Resolved, That the Superintendent of Public Instruction be requested to communicate with the Superitendents and County Boards of Education the opinion of this body in this particular and request them to use their influence in placing the Proceedings of the California Teachers' Association in every school library in this State.

The papers that were read are given in full.

School Sanitation and Hygiene

So much has been written and published about school hygiene and sanitation that I hesitate to even attempt to rehash a subject that has been so often and so ably presented by others who have made a study of it. But the professional instinct is still strong within me, and I shall today talk of only a few things that the teacher can superintend himself and see executed. I realize fully that nothing I shall today say is unknown to any California teacher. But I also realize that we really learn things and put them into execution when, although we knew them previously, they are constantly repeated to us. I shall rely upon the fact that what I shall say comes from the Governor, and not from the physician, to make it, perhaps, more impressive.

There is not a teacher in the State of California that does not know that fresh air is necessary to health and that it is a shame to compel children to spend several hours a day in a vitiated atmosphere. We all know, also, that school authorities crowd our children into the school rooms, without any particular regard to the cubic air ordinances or the laws of healthful ventilation. But the school authorities are not savages. They do not do these things because they like to. The question of sufficient money is always a condition and not a theory with them; and, therefore, it is up to our teachers to see to it that the inadequate means at hand are used to the best advantage. It is a difficult task at best to teach school, a nerve-racking, temper-trying avocation; but that again is a condition and not a theory. And it is part of the teachers' duty to see to it that there is sufficient ventilation in the school rooms; that the doors and windows are opened wide whenever the opportunity presents itself, and that, if necessary, the exercises of the day be suspended at short intervals, and, with open windows, even in the worst of weathers, the children be given an opportunity to free their lungs from the vitiated air of a close school room.

Not only should this be done for the children's sake, but there is also a selfish interest in it from the standpoint of the teacher. My own private opinion is, that much of the nervousness and general ill-health of the teachers would disappear if they also had a little more fresh air to breathe. Let them step out into the open a moment, and then, returning to the crowded school rooms, notice, through the sense of smell, the condition of the air therein.

Of course it is a nuisance and a disturbing thing to be continually thinking of bad air. But the teacher owes something to himself, even if the children are not to be considered; and therefore, the windows ought to be opened.

It is true that in many of our more modern school houses there are elaborate ventilation and heating installations. But my own

opinion is, that they are too frequently in the hands of inexperienced people, like janitors, who, studying their own personal feelings and comfort, do not well administer them, and, being present, the teacher is too apt to take it for granted that fresh or warm or cool air is being given to the schoolrooms, when as a matter of fact, such is not the case. The open window beats all other kinds of ventilating apparatus.

You know, of course, that many diseases are contagious and infectious; and every one of us hesitates about using public drinking vessels. But are the drinking cups in your schools always clean? Are they, when not in use, immersed in running water? Are they disinfected every night. To be certain of their innoxiousness, they ought to be.

And how about slate pencils and penholders, which are so frequently found in childrens' mouths? Are they kept each separate and distinct, and are they disinfected, as they easily may be? There can be no doubt but that many a child has gone to its grave from diphtheria and other zymotic diseases acquired from the promiscuous use of pencils, penholders, slates, and the general paraphernalia of the schoolroom.

The last time I visited a school house I found the children's hats and wraps hung in a dark and unventilated hallway, and the smell of the wet garments, seething in the warm air, was not inviting. I asked the principal if every child had its own particular hook upon which to hang its outer garments, and was told that such was not the case. My inquiry as to why the hallway was not ventilated, or a ventilatable room given up to use as a hat and cloak room, was met by the assertion that the Board of Education, although repeatedly asked to do so, had not granted the request. Every time I think of those hats and coats promiscuously hung in that damp, warm, dark, unventilated hallway, I wonder how many of those children have died from diphtheria, scarlet fever, measles, and the like, to say nothing of little things that, while annoying, are not necessarily fatal, like the slow-crawling things and the various scalp diseases that may be communicated by means of hats and caps and bonnets.

Of course, in our most modern school houses such things are not possible. Yet I saw it in one of California's towns that thinks it is quite progressive and which would feel very indignant if I mentioned its name.

In that same town there is a high school building that is a shame and a disgrace. It shakes and rattles as if about to fall down with every passing step; it is ill-ventilated, ill-heated, ill-plumbed, and through its windows, when they are opened, creeps in the sewage smell of adjoining outhouses. I have hoped for three long years

that that building might catch fire and burn down; and I do not wonder that many of the parents of that city refuse to send their children to that high school. But I rejoice to add, that after much talk, pro and con, and several efforts, the city has sold bonds to provide a new building, and after the usual quarrel as to where it ought to be, has decided to build a new building; so that, sometime in the future, relief from an intolerable situation may be had. But in the meantime, how much damage has been done! And that same town wrangled and debated and got itself interviewed in the newspapers for many months over the position as to whether or not it could afford to buy more land than just what the building would cover. Many of its good citizens objected to the purchase of playgrounds. To them it did not appear to be at all a part of the duty of the school to furnish empty ground space for ball games, prisoners' base, hop-scotch, jump rope, and marbles. They seemed to think that all the school house is for is to have a place in which to teach from books. The health side of it never appealed to them. Nor did they ever stop to think that the discipline of the school yard is worth as much, perhaps, to the future citizen of California as the learning gained within the schoolroom. They did not stop to think that, in the pure democracy of the school yard, each boy and girl learns to respect the rights of others and to demand his own; learns to defer to public opinion; becomes habituated to the giving up of his own or her selfish desires for the benefit of and at the behest of the many; becomes, at is were, law-and-custom-abiding rather than a law and a custom unto himself or herself.

Had I my way about it, every school house would have attached to it a baseball ground, a football field, lawn tennis courts, a basket ball field, and a field for general athletics. Of course, such a scheme is entirely impossible, but were it possible and put into operation, my word for it, our boys and girls would be healthier and stronger in minds and bodies, and more of our boys would go through the grammar and high schools.

How often one notices that school desks and their occupants do not fit each other, the desk or the seat being too high, or too low, or too near, or too far away from the unfortunate temporary possessor of it. It is a little thing, of course, but a cramped child cannot do good work; and its uneasiness militates against contentment with school life.

And little things like blackboards, smooth and shiny, reflecting light in troublesome rays into the unprotected eyes of defenseless scholars; or windows, with curtains up when they should be down, or down when they should be up, or both, or neither; or the teacher's desk so placed that the direct light from the windows does not

fall into his or her eyes, while it does into the children's eyes—these are little things, yet great ones, which help to make up the sum total of the many offenses against school room hygiene.

How many of us really realize, although we all know it, that the air of every school room, like the air of every other auditorium, is not unlikely to be filled with disease germs of every kind, from those of measles up to those of consumption. We know this is the fact, and yet we go along, year after year, contenting ourselves with having this dust stirred up from the floor with a broom and allowed to settle on the walls and windows and door frames, whence it is dislodged by every passing breeze, to be wafted into the nostrils and susceptible lungs of the children and the teacher. We know that the school floors ought to be oiled so that they will catch and retain, until it can be safely removed, all the dust that falls upon it; we know that the walls, the window and door cases ought to be brushed and wiped with cloths dampened with antiseptics; we know that the windows ought to be wide open every possible moment, to the pure air and the germ killing sunlight—we know all these things, but how many of us insist, day after day, week after week, month after month, year after year, on their being done? We battle with careless, neglectful janitors and busy school superintendents for a while, but in the end, the janitor, hiding behind his "pull," wears us out, and the busy superintendent becomes accustomed to our complaints and forgets us and them. And so the dust accumulates, to be stirred up now and then by the janitor's broom; while measles, diphtheria, scarlet fever, and tuberculosis are spread from child to child, from home to home. It would be a blessing, from the standpoint of school hygiene and sanitation, if most of the school houses in the great city across the bay were purified in the only way in which, after all these years, it can be done, viz., by fire.

How many of your pupils breathe through their mouths, their nasal passages being partially occluded by adenoid growths in the vaults of their pharynges? Most of such children, because they do not get air enough into their lungs to properly purify their blood, are listless, indisposed to study, even almost stupid, and many of them have ear troubles. How many such children have you insisted shall be taken to the physician to have the offending growth removed? Of course, the parents of these children resent any interference with them; they do not believe there is anything in the adenoid contention, and it is not unlikely that they accuse you of helping out the doctor and receiving a portion of his fee. But if you have ever seen, as I have, dull, listless, unamibtious, mouth-breathing children transformed into bright, ambitious, good-natured little scholars after the clearing out of the vault of the pharynx, you

would be more than willing to put up with all the foolish charges of unappreciative parents, and insist that all of your mouth-breathing scholars shall receive proper medical attention.

People generally do not realize how necessary it may be for children to wear glasses. They know nothing to speak of about near-sightedness, far-sightedness, or astigmatism. Headaches, to them, are the result of indigestion, while the school teacher and oculist know that almost always those who suffer from frequent headaches need glasses. Many children who cannot see well lose interest in their school work because they cannot see well enough to do it easily. They are chided by the teacher, flouted by their companions, and blamed at home. No wonder they lose heart. How many such children have you insisted shall be given glasses. If you have done so even in one such case, you have been rewarded by seeing a veritable transformation in the little object of your well-merited attention.

Have you pitied the deaf children, who, on account of their infirmity, are often blamed for inattention or stupidity? Have you insisted that they, too, shall be taken to the physician?

I know of no sadder thing than to contemplate the injustices that have been heaped upon children who cannot half breathe, half see, or half hear. They are punished, actually or by neglect, for that which is not their fault, but their misfortune; the very currents of their lives are turned awry, and warped and twisted, they become almost pariahs. Look well to your scholars' eyes, mouths, and ears.

If you expect me to dwell upon the well established rules of school hygiene and sanitation, you will be mistaken. You can find in any good text-book on these subjects that every pupil should have 16 square feet of floor surface and 250 cubic feet of school room space; that each pupil should have from 1,800 to 2,500 cubic feet of fresh air per hour, warmed to not more than 70 degrees; that the air in the school room should be changed every four minutes; that the desk and seat should be so many inches high and broad and deep for so many inches' length of leg and thigh; that blackboard should not be black, but dark green, should not be even boards, but slate; should not be more than thirty feet away from the most distant scholar and should not be between windows; that the windows should be large and on the side, preferably the left, of the room; that window shades should be hung from the middle of the windows, so that the upper or the lower half, or both, of the windows may be shaded; that hot air furnaces are better than steam or hot water radiators; that forced drafts and exhaust drafts are both good; that if rooms are heated by stoves, two small ones are much better than one large one; that school houses, for many rea-

sons, ought never to be more than three stories in height, two would be better; that school room walls should not be staring white, but a light gray; that the wood work should not be varnished until it shines and glistens; and a thousand and one things like these. They are for the school builder, hardly for the school teacher, who takes the building after it is built and uses it.

Perhaps I owe you an apology for this rehash of simple things, things which every one of you can attend to, but which, it is pretty safe to say, very few of you do attend to. But I venture to do so with the same assurance with which one school teacher holds at his mercy a roomful of impatient boys and girls and deals out to them the simple things of life. One school teacher made us listen to him, now one Governor makes a roomful of teachers do the listening. And I hope you will forgive me, as I, long ago, forgave your craft.

George C. Pardee, M. D.,
Governor.

* * *

Boards of Health in Their Relation to the Public Schools

The only excuse I have for appearing before this eminent body of educators is the feeling within me that the California child of today is not growing up to that stalwart manhood and womanhood which is the greatest asset of a state, and that far too many young lives are being sacrificed on the altar of education. With a climate where life in the open air is a pleasure the year round, with foods plenty and in vast variety, with all natural environments favorable, we should raise children unsurpassed in physical vigor by any in the world, and with a death rate almost to zero.

Heredity as a cause of death, and ill-health, is but a small figure in the school age and we must look elsewhere for the cause, and it can be easily found in the artificial environment of the children. The home life is no small factor in producing the evil results, but the school life is equal, or possibly greater, and is what specially interests us.

It is no unusual thing to hear the remark that a certain child "never had a sick day in its life until it went to school, and never a well one since." If this is true, and that it is in a great measure no one can doubt, there is something radically wrong. The development of the body should go hand in hand with that of the mind, neither growing at the expense of the other. The uneducated athlete is largely a brute force, and the person educated at the expense of health is like an engine of glass, breaking at the slightest

task. To get a symmetrical whole, with a balance of mind and body, needs the care of the expert medical inspector, as well as that of the teacher, and the progressive cities and counties have already put him in their schools.

That many children die each year from diseases contracted directly from the school is a matter of common observation, and that many more become broken in health, nervous and physical wrecks, often ending in a state institution, is a matter that can be easily demonstrated. These deaths and the destruction of physical and mental force are largely preventible and, being such, there should certainly be some one with skill in whom power and responsibility is vested.

The State, the counties, and the municipalities have Health Departments, and upon these should devolve the duty to safeguard the health of the children, their duties should be broad and their powers ample, for in no other department of government is there such need of strict enforcement of law, for in none is there such a habit of violation.

It may seem a little difficult to draw the line between the duties of the health department and those of the school authorities, but a hasty review of some of the dangerous points in our schools, dangers that can be remedied by a well-balanced health inspection, will show in the rough what might be done.

The duties of the medical inspector should begin with the erection of the school building. Its light, ventilation, heating, plumbing, sewers, choice and arrangement of toilets, cloak and play rooms should all be supervised by him, for on these much depends. If, as is generally the case, they have not been carefully enough considered, there is the more need for skillful and careful inspection afterwards. The sanitation of the building, its frequent disinfection, and the assurance that the water is at all times pure, should be his special care.

Thanks to vaccination, that former terrible scourge of smallpox has been removed from the list of children's diseases, but those other terrible diseases, diphtheria, scarlet fever, measles, and whooping cough, are spread in a great degree by the school, resulting in death, loss of special senses, and protracted ill-health. *This can and should be stopped.* The loss of child life each year is enormous, and the evil results which follow in those who only partially recover is beyond estimate. To stop this will require work and money, but how better could either be employed. Epidemics can be prevented, but it is necessary to stop the first case. To do this, there must be a constant watch, somebody must be on guard all the time. Each morning the teacher should examine the pupils, asking a few simple questions, and where one manifests any signs

of sickness, fever, undue languor, headache, backache, sore throat, chills, or any deviation from the normal, that child should at once be taken out to await the coming of a medical inspector, who should make his visit soon after school opens. If disease is found, or is suspected, the child should be sent home for isolation until such time as he can be safely returned.

When finding any contagious disease, the school should be thoroughly and effectively disinfected, and this should even be done occasionally when there has been no case found.

In no other way than daily inspection will it be possible to find and isolate all cases. Oftentimes it is the light case of contagious disease, the one where the child is not much sick, and continues to go to school, that spreads the disease. These cases must be picked out early in order to succeed, for they infect everything with which they come in contact.

It is needless to enumerate here the many unsanitary things that a medical inspector would change or banish. The common drinking cup and common towel would soon go, as would also the custom of collecting and redistributing pencils.

A child in its natural condition is lively, active and full of play. It is accustomed to romp and run. With good fresh pure air in its lungs, the rich blood tingles through every part of the body and gives energy and vigor. He is brought into school, and 50 per cent. of the time spent in the open air is in the vitiated air of the school room, air laden with the exhalations of the thirty to fifty other children. He is taught that to yield to his impulse to laugh and play will add demerits to his list and perhaps deprive him of some much prized reward. His ambition to lead his class is cultivated, and he gives up even his recess to study. The cheeks flushed with health and vigor when breathing the outdoor air, grow pale, the vigor and energy are gone, the shoulders get round, the chest flat. The bad air and over-tension have done their work, the resisting power of the child is gone, and he falls a victim to the first disease that comes his way. Another child finds it impossible to keep up with his class; he has headaches and general discomfiture when he tries to study and he acquires a dislike for school, and runs away at every opportunity, and soon becomes a candidate for the reform school or worse. It is more than probable that neither he nor his teacher knew that he could not see clearly, the work on the blackboard.

There is still another, listless, stupid, failing to answer the simplest questions. With mouth open he sits and looks, perhaps with but little of intellect appearing. If left alone there is but one course left for him. He leaves school to take the usual downward course. Remove those adenoids, and treat the diseased organs, and

if not an exceptionally bright child, he will at least make an average man.

The nervous system of the child is a delicate machine, easily thrown out of adjustment, and each one needs to be studied by itself. Bad air, confinement, and want of exercise will disarrange one and entirely wreck the machine, while the others might work on, although less effectively.

The affections of the eyes, nose and throat, and ear do more than deprive the child of that particular sense. By their reflex action on the nervous system they set up a train of symptoms that, unless checked, and the troubles removed, lead to dire results. These are not, by any means, the only reflexes that should be studied and remedied in our schools, but they serve merely as illustrations. We can safely trust to the trained medical expert to find them all.

There is another condition, one that in the past has received but little attention, but one responsible for much suffering and crime. The growth and development from the child to the man or woman is fraught with danger and responsibility. The delicate, nervous organization at this time is particularly receptive, and liable, at the slightest provocation, to be thrown out of adjustment. There is no time in the whole life of the person when more attention should be paid to the general health, when all irritation should be removed, when diet, sleep and exercise should be more closely watched; and this change comes not infrequently, when the pupil is looking forward with anxiety and dread, perhaps, to the examination which tells for graduation or otherwise. Every observant teacher has seen the sweet lovable child, obedient, cheerful, and happy, become morose, taciturn, and uncontrollable. Punishment or scolding has no effect, indeed it generally increases the irritability. The boy is awkward, clumsy and self-conscious, the girl nervous and bashful and in both, mental aberration are common. Ridicule so often used in these cases is a positive damage and drives many away from school and they lose ambition and self respect and fall victims to the human wolves which beset the paths of the weak. True, in most cases, time rectifies the trouble, but much suffering has been entailed and valuable time lost. There are, however, many cases where the mental shock has been so great that nothing can save, and we get recruits for our asylums, reform schools and dens of infamy.

It is here where a trained medical man or woman under the direction of the health department should take a prominent place in the education and training of the young. The classes should be divided and taught their relations to each other and themselves. The anatomy and physiology of the subject should be thoroughly

studied and they should be shown the dangers that beset their path, not in lurid exaggerated colors, but taught as a scientific fact, tracing effect from cause. You can get little good result in trying to scare the child into the right path, but you can educate and lead.

This education must be done by one who is thoroughly trained and competent. No more important position could exist and it should be filled with the greatest care, but properly filled it would pay financially a hundred fold in keeping from crime and public institutions the many that fall from this cause.

The difficulties in the way are not unsurmountable, as has been proved by the experience of other cities. A plan somewhat like the following could be adopted: Each morning the teacher should go among her pupils carefully noting any appearance of sickness, sending any so suspected to an office in the building to be examined by the inspector, who should make his visit shortly after school opens in the morning. If he finds them affected with or showing symptoms of any contagious disease, they should be sent home to be isolated until such time as it is safe for them to return to school. A careful record being kept of each case and following it up sufficiently to know that it was properly cared for. Once a year the sight and hearing of each pupil should be tested and a notification be sent to the parents of any defects that were found and a request that they receive proper attention. If such attention is not given by the parents or guardians it should be done at public expense. This may seem an added burden to the public, but it is at least an open question if it might not be a financial saving, as there is no doubt that many children go to the bad from these defects.

The education of the child on personal hygiene at the approach of puberty should receive special care. Classes should be divided as to sex and each given a course of instruction scientific, but plain, practical and open, so that they can approach this greatest change in their life with confidence and knowledge.

The attainment of this ideal will of course require the expenditure of money, but if it develops health and helps to produce a race strong and robust, the money will be well expended.

There is another department of the schools of which a sanitary authority might well be a member. I refer to the State Text-Book Commission. A short time ago my little daughter came home with her lesson book, which contained the following astonishing statement: After giving several uses of rivers, it said: "And to furnish water for domestic purposes and carry away sewage." True, they are used for that purpose, but not legitimately, and this gives it the sanction of the schools.

N. K. Foster, M. D.,
Sacramento, Cal.

Professional Training of Teachers

Where the teacher is to obtain training needed to fit him for the great responsibilities which he is about to assume is a matter of small concern. What that training is to be is a matter of vital interest to the teacher himself and to the public at large. Considered as a place of preparation of teachers, the qualifications of any institution—university, college, normal school—are to be measured solely by its ability to do efficiently several things. Of these, the most important are, I believe, the following:

The institution which proposes to train teachers must be capable of developing in its students a high moral sense. No other person, father and mother excepted, so deeply impresses his own personality upon the child as does the teacher. In a very real sense, his own temper and spirit, his own ideals and purposes are projected into the being and perpetuated in the life of the child. No institution, unable to develop and maintain among its students a high code of ethics—moral, business and professional—is a fit place for the training of teachers. Men and women of equal intelligence may differ widely in respect to the relative value of many other essentials and non-essentials of a teacher's preparation, but everyone must agree that no system of training teachers for their exalted mission is entitled to public confidence which fails to develop moral power, instill a love for truth and truthfulness, cultivate genuine patriotism and civic virtue, implant a sense of honor which cannot endure falsehood or deception, and exalt the power of righteousness in the world.

A second essential in the student's preparation for this work is the inculcation of the spirit of the true teacher. It is of the utmost importance that young men and women who purpose entrance upon this profession have, during the entire period of their preparation for it, a proper appreciation of the aims and responsibilities of the teacher; that they become early inspired with the spirit of service; that with something of the true missionary spirit they be led to regard their choice of this career as a consecration of themselves and their powers to the noblest use of which they are capable.

It is this spirit which manifests itself, even in the student, as genuine love for children, a qualification without which no teacher should ever enter a school room; it is this which gives him a pride in his work and makes him understand the true dignity of the office for which he is preparing; this it is which makes preparation for that office, even at the cost of personal sacrifice, a cheerful and pleasant duty. When, during their training, students have caught this spirit and become animated by it, we find that the schools

which they go forth to teach are places, not where the first effort is to discover and maintain a supposed equilibrium between pay and service, but where the best that is in the teacher of scholarship, of culture, of experience, of character, is always freely exercising its transforming power for the development of ideals as well as of learning, of purposes as well as of skill, of character as well as of scholarship.

Again, the preparation of the teacher implies giving to the student instruction in the art of study, establishing in him the habits of a student, and creating in him, as far as possible, an enthusiasm for learning. The learning, as distinguished from the receiving, process, whether in child or in youth, demands the expenditure of energy to overcome, to know, to test; it means that truth shall be the precious result of research and discovery and not the unearned and therefor little prized reward of indolence. Thus to promote habits of study and the process of learning through study is the function of the teacher. But it is impossible that any teacher will ever succeed in this who has not learned what it means by his own experience. Institutions for the preparation of teachers, whether of rural, of city, of elementary or of higher schools, have no duty more fundamental than this: to help them to be real learners, to acquaint them with the methods and aims of true study, and to teach them how, themselves, to become teachers of the art to others.

If the qualities which I have declared essential in the teacher are to be found in the graduates of our fitting schools, those institutions must not be places to which students repair merely to be filled with traditional knowledge, however valuable that may be. Its aim must be rather to develop interest in study, to stimulate inquiry, and to promote a spirit of patient and eager pursuit of truth. A training school for teachers is doing most for its students, not when its teachings are offered as ultimate conclusions, terminating all discussion, but rather as contributions to useful investigation, valuable and serious, but in no sense final. This observation, let me add, applies not simply to the general subjects of the curriculum, those designed to furnish knowledge and culture chiefly; but it applies quite as well to the purely professional studies of the course. From the standpoint of a teachers' preparation, it is far better to develop in students a disposition to study education, as well as other problems, and increase their power to investigate and interpret such problems intelligently, than to send them forth equipped with never so large a stock of formulae for the settlement of pedagogic questions. The one plan tends to produce thinking, growing teachers, whose strength and power will continue to develop as the years go by; the other, productive possible of greater

readiness and skill at the outset, tends to develop self-satisfied teachers whose growth ceases in three or four years, and who then sink into desuetude with their worn out theories and devises.

But however important, as elements of success in the teacher, such habits of study and such spirit of investigation, of no less importance are large faith in the uplifting power of education and loyalty to the profession charged with its administration.

Weak faith in popular education and wavering loyalty to its institution will not properly bulwark the teacher against the hardships and trials and discouragements of his vocation. Many battles have raged about the question whether or not teaching is a profession in the true sense. The answer is not of vital consequence. But it is of the utmost importance that the teacher have at least professional pride in his work and that he enter upon it with a truly professional spirit. This bias held by the teacher for his calling and his loyalty to it have their foundation in such intelligent comprehension of its aims, its principles, its methods, its history, and its results as only an institution which keeps these things prominently before the attention can give.

But what of the teacher's preparation to give instruction in subjects which he will be required to teach in the common schools? This is the work for which he is employed, and this it is which, if rightly performed, constitutes a very large part of his duty. But this duty, when correctly conceived, is by no means simple. Rapidly progressing social evolution has made necessary the present onward movement in education, and this in turn has extended immensely the demands upon the teacher. Formerly he was able to get along fairly well with very meagre knowledge; in addition to practical acquaintance with certain individual and unrelated subjects little was required. Now, however, the teacher must know all the subjects of the course, even the most elementary, not as processes merely, designed for employment at some future time, as instruments of utility chiefly; but also as carrying with them, even during the period of their acquisition, immediate benefits in the satisfaction of wholesome interests and in the development of mental and moral power.

Surely then, I do not need to urge in the preparation of the teacher the largest, fullest, most comprehensive study possible, not only of the common branches, but also of the sciences which underlie them and in whose clear light only they become fully intelligible. We have had teachers enough whose knowledge of literature was limited to the contents of the school reader, the weekly papers, and the few books like David Harum. The doors of our school houses should be forever barred against those who have never ciphered beyond fractions; whose knowledge of science has been

attained solely from the agricultural columns of a county paper; and whose study of history has not made clear to them the distinction between the American Revolution and the Civil War. Too long it has been practically assumed in this country that high academic training and generous culture are unnecessary in the lower grades of our schools. Until this heresy is crushed out and its last remnants swept away, we cannot hope to see our elementary schools take rank with the best that the world affords.

But, let me add, the larger academic knowledge which I am urging, both of the subjects of study themselves and of the higher subjects which make clear their comprehension, does not satisfy all the requirements necessary in the preparation of teachers. Illustrations are by no means wanting of persons whose scholarship is extensive and accurate, but who have never given any special thought to the processes by which either they or others have come into possession of their knowledge. Such persons are not prepared to be true teachers. In order to teach a given subject, the teacher must not only know it as a mental fact, but he must be able to know it through the same mental processes as those which the pupil habitually employs in reaching his knowledge. For himself, the teacher may have learned what he knows by a very different, and for him, doubtless, a much better method; but it is not the pupil's method and is therefore insufficient for the purposes of instruction. It is only by acquaintance both with the learner's conception of truth and the steps taken in reaching that conception that the teacher can ever effectively aid the learner's efforts. Study of the various branches with a view to discover the pupil's point of view, the pupil's conception, the pupil's insight, and the pupil's method of attaining all these is a part of their pedagogic study.

Pedagogic knowledge as thus indicated adds to academic knowledge other aims, employs different methods and furnishes additional results. The aim of study in the elementary school, the high school, and the college, is the attainment of the knowledge of subject matter and such mental discipline and culture as are derivable from the process. The academic student pays no attention whatever to the mental activities employed and the parts which they respectively play in the operation; but uses them instinctively and almost automatically, while his thought is centered only upon the object to be attained. But when a student is studying a subject from the teaching standpoint, that is pedagogically, his aim is not primarily his own knowledge or dicipline or culture. These he will realize, to be sure, quite as certainly as does the academic student, but he will do so incidentally. His central aim is to obtain knowledge in such a way that he may teach it to his pupils, and to acquire culture and power in order that he may most surely and promptly help others to their attainment and enjoyment.

Whatever the school, which is engaged in the training of teachers, such pedagogic study is a necessary part of that preparation. "No one," to quote Principal Boyden, "can produce the best quality of teaching in any grade without this educational study of the subjects he is to use as instruments in the unfolding of the life of the pupil. The student of teaching must be led through this learning and teaching process in every subject. When he has thus gone through the study of the concrete process in the several subjects, he can compare his experiences, find the aim, the steps, and the means of the teaching process and thus derive the general method. There is no substitute for this study. The end cannot be accomplished by reading about it, by hearing lectures upon it, or by observing others do it."

But once more: The would-be-teacher should know educational values; that is, he should understand the relation which every subject bears to every other subject in the course, and the part which each plays in the realization of the ends of education. The teacher who has never been led to discern the inter-relation of facts and forces in the objective world, fails to discover the unity pervading all the subject matter of the curriculum, and so either treats the topics which bear different names as completely isolated and independent wholes, or at best hits upon some superficial, and perhaps fanciful, resemblance and makes that a basis for what he understands to be correlation. Thus a most useful principle of instruction is neglected, or what is worse, perverted. True correlation of studies is never artificial, and it seldom requires special effort to bring it into play; rather, it is always the natural, inevitable result of that form of study and teaching which, not satisfied with the individual, the particular, the concrete, seeks the comprehensive, the generic, the universal. Whenever, for example, geography escapes from the narrow bounds of topography and description and ventures forth to use the wealth of relations by which it is encompassed, it becomes history, and nature study, and even literature. So when history study enlarges its scope, gets beyond the purely narrative, and seeks to know influences, explanations, causes, it necessarily comprehends geography and literature and even ethics. "We do not need," as Arnold Tompkins expresses it, "to trouble ourselves about correlating studies; they will correlate themselves when they are well taught." But to achieve this result, simple and easy as it may seem, it is clearly necessary that the teacher's training include such a thoughtful, philosophical search for the organic relationships of knowledge as will show him what the mutually helpful studies are, what phases of them are logically resisted in time, in causation, in attending circumstance, and to what extent each penetrates every other. I hardly need to add that

the discovery and utilization of these principles of relationship which run through all forms of knowledge determine in large part economy of instruction, as well as both the practical and the culture value of studies.

But the intelligent teacher must be prepared to deal with still deeper questions than those which I have yet suggested: Why does a particular subject have any place at all in the curriculum? What is its function in the development of the individual? What part does it play in the social economy? How is it a factor in the promotion of human interests? What is its contribution to life in its highest, noblest, divinest sense? It is only as the student-teacher, in a truly philosophical spirit, endeavors to find the answers to such questions that he will be insured against formality and empiricism and routine. It is only as he has been led through the broader studies of the individual man, body and mind and spirit, and of society, organized and active, that he will discover the principles of education which underlie all true teaching and come to deserve recognition as a truly professional worker.

It is for lack of time only and not because I esteem them unimportant that in this cursory survey of the elements of a teacher's preparation, I do not dwell in detail upon other studies and occupation, essential to his usefulness. If your patience were not already exhausted, it would be very easy to show that knowledge of educational phychology with especial reference to the periods of childhood and adolescence, must precede the pedagogic studies to which I have referred and that much fuller knowledge of it is necessary to form the basis of any study that is worth while of educational values and of educational philosophy.

The worth to the teacher of the historical study of educational systems, methods, doctrines, and movements entitles it also to more than a passing word. I can only say that few subjects contribute more directly and powerfully to the development of culture in the teacher; few, when intelligently studied, have larger guidance value; none promotes in larger measure a truly professional spirit.

I can no more than allude to the need that in the teacher's preparation, wherever that be made, such habitual interpretation be given to studies of the various exercises, occupations, and disciplines of the school, that every element of the organization, daily administration, and management of this great trust shall be made to contribute its appropriate part in the attainment of those results for which the agencies of education are maintained.

At the risk of repetition, however, I cannot forbear to urge that none of these subjects will avail to perform its true function in the teacher's training until it is studied with direct reference to its application in teaching. As another expresses it, it is "a false

assumption that we may supply the student with educational theory in the abstract, and then leave him to make the application of that theory in teaching each of the particular subjects. All philosophy and all experience show that theory and practice must be conjoined in the concrete teaching process."

From the standpoint of the professional school, therefore, the teacher's preparation must culminate in the practice work under skilled supervision and criticism. It is this which will lead to the detection of points of weakness and of strength in the student. By no other means can he so well test the worth of his theory and his own ability to utilize it in the actual work of teaching. This will serve, as nothing else can, to convince him that no copyrighted series of devices will meet all the conditions that arise in the classroom, and that in teaching there is no orthodoxy of method. Through this he will learn that it is not the mastery of "any plan, or scheme of lessons, or sequence of steps, or form of questioning" that determine success; and, as in this work he acquires experience, he will come to know that patience and sympathy and tact and industry combined with scholarship, professional knowledge, and general resourcefulness, under the influence of high ideals, are the only open sesame to the realization of education's highest ends.

JESSE F. MILLSPAUGH.

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Competitive Examinations and Probation

The subject upon which I have been requested to address you is one which has been more or less discussed in educational circles for some time past; a sound plan for the selection and appointment of teachers is a much needed reform in the administration of public schools. Established custom and many private and personal interests were at first bitterly opposed to the competitive civil service system for the appointment of teachers as at present in vogue in the San Francisco School Department; but after a trial of several years, the system has come to stay, for it rests upon sound principles, and practical measures have been adopted for carrying these principles into effect. I believe that public sentiment will crystalize our present plan into a law, making it compulsory on all City Boards of Education to select their teachers impersonally and on merit alone. In devising the present competitive system I was guided by the following principles found in a report addressed to the Board of Education in 1901 by a select committee composed of President Jordan, President Wheeler, State Superintendent Kirk, Professor Cubberley, Dr. Burk, and Professor Brown.

PRINCIPLES UNDERLYING THE SELECTION OF TEACHERS.

1. The sole purpose of the public schools is education. No consideration whatever, other than the educational interests of pupils can honestly enter into any plan for the appointment of teachers. In no sense do the schools exist to provide employment for teachers.

2. No one should be employed as a teacher who does not possess high personal character, liberal education and bodily health and vigor.

3. Successful experience is manifestly the best evidence of fitness for appointment.

4. Professional training in the principles and practice of teaching is desirable, and is increasingly demanded in systems of public education.

5. The duty of the Board of Education requires that these officers should frequently take the initiative in securing the best possible teachers for the schools under their management. It is not sufficient that they should merely select from the candidates who apply for appointment.

6. The employment of any sort of personal or political influence to secure appointment to the teaching force, or the urging of any consideration other than fitness for the work of teaching as a ground for such appointment is held to be an act of unprofessional conduct.

Judging from the splendid corps of teachers which has been selected by our system I can only say that the results obtained have justified the system. I believe that we in San Francisco approximate an ideal system in the selection and appointment of teachers; but if there are any who think differently we invite their criticism and we will be glad to receive any suggestions that may improve our plan.

As evidence of how impersonally our system works I would cite the fact that the President of one of our Normal Schools told me, on an occasion after an examination, that our system had selected the major part of the most capable graduates of his school. I would say further that a number of superintendents have remarked to me, "Mr. Roncovieri, your system of appointment has taken some of our best teachers from us." This is to me the greatest and most satisfactory proof of the fact that our system leads to *practical results* in giving us the best teachers obtainable.

Many of our foremost educators are most emphatic in their advocacy of its adoption for cities, inasmuch as it so closely approximates an ideal system, the adoption of which insures a thoroughly equipped and competent teaching force.

As the real objective end of education is the rearing of a perfect citizen, so should it be the purpose of governing educational bodies to adopt and enforce a system through the exercise of which the services of the most competent pedagogues may be secured. It is not the educational qualifications alone which denote the successful teacher any more than the adoption of an excellent course of study could be said to insure the successful education of a pupil. A teacher must be, aside from the standpoint of academic qualifications, of agreeable disposition, strong personality, good bearing and address, as well as being perfectly sound in health and possessed of sufficient bodily vigor to do effective teaching. The importance of a teacher's life work can not be underestimated. To her is entrusted a solemn, sacred duty, as the child comes directly under her control during its formative period. None can gainsay the fact that the force of the teacher's example and the general environment of the class-room exercise an important part in this impressionable stage of a child's career.

The present competitive civil service method of appointing the teachers of the San Francisco School Department has been in force for the past four years; but it was not formally adopted and made a permanent feature of the school administration of this city until May, 1904. In preparing the present competitive plan and in proposing its permanent adoption my object was to eliminate and prevent all political or social "pulls" from exercising their pernicious influences in the conduct of school affairs. The system is simple and has given us splendid results. The competitive examinations are based on questions relating to the theory and practice of teaching and are both oral and written. They are held annually generally in June or July. This time of the year is selected because it gives the teachers from every part of the State an opportunity to come to San Francisco to take the examinations. In the written examination, which is the first held, ten questions are propounded, five in the forenoon session and the remainder in the afternoon. The papers are submitted to a committee of principals who mark the percentages. This committee of examiners consists of ten persons, one and the same question being submitted to each of the examiners for the determination of the percentage. To insure absolute impartiality a system has been adopted by which the identity of the candidates is completely hidden, and in fact is not divulged or known to anyone until the percentages attained by the competitor in both the written and oral examinations have been decided.

The only conditions imposed upon candidates are that they must be the holders of at least a grammar grade certificate, of good moral character, bodily health and vigor.

The oral examination is conducted by the Board of Education, consisting of four members and the Superintendent of Schools. The main object of this examination is to ascertain the candidate's visible qualifications, such as age, address, personality, education, experience, conscientiousness, enthusiasm, devotion, and force of character. Two hundred is the maximum credits which a candidate may attain, one hundred credits being allowed for each examination.

The favor in which these examinations are held is evident by the increasing number of participants each year. Of those who took the examination of 1904, 101 have been appointed to the Day Substitute Class and from the list of this year 76 have thus far been selected in the order of their standing in the examination.

It is not difficult to account for the eagerness displayed by teachers to secure positions in this city. San Francisco offers the most attractive field of labor on the coast, higher salary, permanent tenure, social and educational advantages, and finally, the enjoyment of a pension at the time of retirement.

While the successful candidate in the examination secures a position in the department as a member of the Substitute Class, the fact of such membership insures no guarantee of permanency to her position. Her future success or failure and the permanency of position depends upon the results of her own labor, for upon being assigned to a class from the substitute list she enters upon what is known as a probationary period of two years' duration. If upon the expiration of this probationary period, the reports of the principals under whom the teacher has taught are favorable as to her teaching qualifications and ability to enforce discipline, she is elected a regular member of the teaching force by the Board of Education, upon recommendation of the superintendent. She now becomes what is known as a regular teacher, and the tenure of her occupation is for life, subject, however, to good behavior and efficiency and to her compliance with the rules governing teachers' positions. If, on the other hand, three unfavorable reports are made against a probationary teacher by three principals who have given the probationer a fair trial in classroom work, the probationer is dropped from the roll.

The probationary period under the eyes of competent judges of teachers' work is most important, for upon its successful termination depends the permanent employment of the teacher in the department. Not less important, however, are the duties devolving upon the principals, the superintendent and the Board of Education, for upon their reports and actions depends the selection of the personnel of our teachers. To appoint a teacher for life who had given no proofs of fitness would be obviously absurd. It requires care-

ful selection and the exercise of the greatest care and judgment by a competent tribunal. There is no dispensing with actual service on probation because examinations can test only knowledge and readiness, whereas a good teacher must also have conscientiousness, devotion, and force of character. The possession of these qualities, or the lack of them, can be demonstrated only in active teaching. The American citizen is ever willing to contribute to the maintenance of the public school system. He does so uncomplainingly and without hesitation or quibble, for to him the very mention of our schools possesses a talismanic power, for is it not the most sacred and jealously guarded of American institutions? The public school is peculiarly American, and the right thinking citizen regards the taxes paid for the support of the school system as one of the very best of his investments. But the citizens and taxpayers demand civil service methods in the appointment of teachers to the end that peace and contentment and permanency of position may be the teacher's lot. The effect of this spiritual contentment is reflected in the lives of the pupils themselves.

That the competitive civil service examination system is the only method by which teachers should be secured, the most skeptical must admit. Through its practical observation by an honest and loyal Board of Education, ready and willing to enforce the provisions governing the examination tests, the efficiency of our teachers can be elevated to the highest possible standard. It is my firm belief, after an experience of four years with this system, that political pressure, social influence, personal intercession, and the exercise of improper and unworthy considerations are of no avail, and must be relegated to the past in the selection of our teachers wherever the competitive system of examination shall be adopted. Defects may be found in the work. If they exist, I do not know of them, and I hasten to assure you that any suggestions from you that your practical experience may dictate and that might tend to benefit or perfect the system will be most gladly entertained and given consideration by the members of the Board of Education. This system, which is a free-for-all competition for a permanent position in the San Francisco School Department, gives our teachers dignity, independence, and freedom from solicitude by delivering them from the necessity of securing an annual re-election. The system will give stability to any department that shall adopt it.

In conclusion, let me beg of all the school officials present to give candid consideration to the San Francisco system for the appointment of teachers with a view to the selection and permanent employment of the best teachers obtainable.

ALFRED RONCOVIERI.

Selecting From Teachers Who Apply vs. Searching for the Right Person

Mr. President, Ladies and Gentlemen:—

The most precious product of this great State is its children. They are the joy of the present and the hope of the future. Their education and development is the most important work for the hands of the present generation. Our system of public schools is not only one of the largest, but it is one of the most important of all our governmental agencies. The teachers of the public schools are its heart and life. The duty of selecting these teachers is the most important and responsible duty of all school boards and school trustees. The trustee who performs this duty well cannot be a failure. With the right kind of teacher, no school has ever been so poor or its equipment so meagre as to result in failure. But with the wrong kind of teacher, the finest of buildings and the most excellent of equipments, it would be productive of but poor results in the character building of its pupils.

Teachers are born, not made. The art of moulding metal, shaping wood, conducting business, or applying the law, may be acquired by almost any one of average ability, industry, and persistence; but to touch the secret springs of inspiration in child life requires a soul sympathetic and sensitive.

Glancing back over the terms and teachers of the instruction by which we were advanced to our present condition, some periods are filled with light and kindly memories of an inspiring friend, while others are clothed in gloom and the recollections of antagonisms and hatred. Some teachers retain almost a halo of wisdom and sympathy, while others come to us as types of tyranny and force. As we have been affected, so are our children being affected, and so will all children continue to be affected.

Who is the teacher to be sought? The one with intelligent insight into the beauties of the subject which she presents, and with a sympathetic knowledge of the workings of the child mind, in its gropings from the simple known to the complex unknown. The right person to be sought must have the power of touching the springs of life in the child, and drawing forth the copious floods of enthusiastic ideal activity. Life is but activity, and all cessation of activity is death. Powers dormant are practically dead, and the beginning of intelligent and moral activity in the child, is the beginning of intellectual and moral life. The teacher who can arouse these powers of the child into activity has presided at the birth of a rational being; the one whose ministrations have depressed and discouraged those activities has officiated at a funeral.

In searching for the right person, therefore, the power of inspiring the pupil and arousing and directing the activities of all the higher faculties of the mind, should be the prime requisites to be sought. Little matters the sex, the age or the appearance of the teacher, if these powers exist. It is immaterial whether the teacher be a daughter of the Golden West, a son of the Sunny South, or a resident of the Frozen North; religion, politics, wealth, and social position are of little consequence beside these great prime requisites.

Teachers should be selected for high moral character, and the power to cultivate it in their pupils. And, while faith or religion is not a factor, no teacher of the young should ever be employed unless of an assured high moral character and clean personal habits. Though, being but a few generations removed from our fierce barbarian ancestors, clothed in skins of wild beasts, it is impossible for us to shake off, personally and politically, all the vicious habits incident to a strong animal nature; yet, when modern medical science warningly condemns the habitual use of narcotics and stimulants, and our laws recognize and enforce instruction in our schools concerning the harmful effects of these injurious drugs, no person, tainted by an indulgence in them, should present himself as a candidate for the high and holy office of a model instructor for the coming generation. I believe that not even the minister of the gospel has so important a function as an exemplar and instiller of morals into the minds of the young as the public school teacher. And, while we, as parents and school directors, may confess with Burns: "God knows I know the thing I should be; nor am I even the thing I could be," we want the teachers who mould the characters of our children to be the highest models obtainable. Nor should economy in salaries weigh much. Remember that, even in paying a good teacher more than he is worth, you save and wisely expend all he is worth; while, with a poor teacher, you worse than waste all you pay him.

But who is the teacher who applies. One is the girl-graduate of the local high school, or normal school, without experience, who must obtain a position somewhere. in order to begin her self-support and solve the important problem, for herself and others, whether she is to be a success or a failure.

From the time of her entering the public school, to the day of her graduation, she has had poured into her the knowledge and experience of others; it now remains to be shown whether she has sufficient individuality and aptitude to put that knowledge and experience into successful practice, and to work out for herself methods and managements suited to her own character, and potent for her own success.

Such applicants must be given a chance to show their powers; for, from among them, must be selected and retained the successful

recruits for our great army of teachers. But they should be allowed such experimental opportunities only in small country schools, where the discipline is easy, the position of the teacher relatively more important in the community, and the opportunity for self-assertion and self-development greater than in the city schools, where the machinery of boards and superintendents, elaborate programmes, courses of instruction, and insistence of methods, limit, perplex, confuse and oppress the timid and inexperienced beginner.

Another applicant is the daughter of the leading citizen of the community, who has faithfully completed the common, grammar, and high school courses, and successfully mastered her "major and minors" in the university, who now desires to obtain some polite employment to occupy her time, furnish her a satisfactory wardrobe, and relieve her father's income from the charge of her further support, and, therefore, applies for a position as teacher of English, Latin, Science, or other special branch, in the high school. She may have no taste or aptitude for her high calling; but—she wants the money; and her father is supposed to have enough influence with the school board to secure her election. Application is made; the father interviews his friends upon the board; his banker, his lawyer, his physician, his grocer, the deacons of his church, the members of his various orders, associates whom he has accommodated, politicians who desire his support, also interview them, and privately express their opinions that Miss X, the daughter of their respected fellow citizen, is really a most estimable young lady, and it would greatly please them if she were given a position in our schools. Moreover, they emphatically declare that they do not see why it should be necessary for the board to go around looking up teachers and employing outsiders, when daughters of our own citizens, who have qualified themselves to engage in such lines of business, are ready to accept the positions, and who need the money; the people of the community are taxed to support these schools, and the money should stay where it is raised.

Too often, alas! in this great State of California, have such arguments and influences resulted in "placing" the applicant, regardless of any fitness for the work to be done; too frequently has the money paid for the salary been thus kept in the community to the detriment of the schools.

There is another variety of applicants, in which the pressure comes from an entirely different source. It is the young lady or gentleman, probably, a native son or daughter, who has entered our system of public educational institutions at the very bottom, where the instruction in the grammar school was shaped as a foundation for the high school, and the training in the high school

was arranged and managed as a preparation for the normal school or university; and the normal school or university has complacently placed its cap-sheaf of completion and perfection upon the previous work, in the form of an impressive diploma, which legally authorized the recipient to go forth and gather in the children of the commonwealth, and conduct them through the same stages of preparation and final achievement, to a like reward and a similar occupation.

True, the fruit of such an endless chain system is to subordinate and seriously impair the value of the instruction imparted in the grammar school, by making it simply a stepping-stone to the high school. And, in like manner, to confine the utility of the high school to making a preparation for the normal school and university, and to making the principal reward of the normal school and university the satisfaction of, at last, having *finished something;* of having attained the pinnacle of progress, and become an authority upon the great subject of knowledge and education, authorized to direct and instruct all below.

The applicant is supported by the president and instructors of the normal school, or of the university from which she receives her diploma, who kindly write to the board of education that there can be no doubt of the pre-eminent fitness and ability of the applicant, nor of her assured and perfect success, because she has completed the required course in their institutions, and has been fully instructed by them in the science and art of pedagogy. In fact, these eminent educators urge that their institutions furnish a sufficient number of thoroughly qualified teachers to fill all the positions in the State; that they, themselves, are pre-eminent experts in the profession of teaching, and can best train and select the teachers for the State, as well as dictate and administer its entire educational system. Especially do they frown upon any tendency in school trustees or boards of education to look beyond the mountains and seek for the best teachers, even among the pagan people of the far East, or the provincial educators from the wilds of Canada.

We are proud of our home institutions, and believe that our normal schools and universities are unsurpassed by any in this great Union; but to confine ourselves wholly to home products, and have our schools taught solely by those who have been educated therein, would result as disastrously as interbreeding among animals and inter-marrying among the same races of mankind. The greatest nations of the world have resulted from the mingling of races, and the marvelous achievements of the present day, in the production of new, strong and beneficial varieties of plant life, have been accomplished by our own Burbank, by crossing on a stupend-

ous scale. The educational institutions of any State can attain to the highest standard only by receiving freely into their midst, not only the teachings, but the teachers of the sister States. Our two great universities are striking examples of this truth. The establishment of Stanford University and the importation of a faculty drawn almost entirely from other States, has spurred the University of California into a new and larger life and usefulness. And since that time neither of these institutions has allowed local geographical lines to limit its field of selection of the best available instructors. Shall not trustees and boards of education, in like manner, be free to seek the best available assistance, wherever it may be found?

But while these heads of our educational organization, under the law and the rules and practice of their management, are free to select and install any educator whom they may think fit to discharge the duties for which he is employed, our local trustees and boards of education are hampered and limited in their choice of teachers to those who have been ground out of our normal schools and universities, or to those who can pass muster according to the rules established by our State Board of Education. The only other source of supply is the output of the county examinations, which are held at such inconvenient times that an Eastern teacher must lose a year in coming to this State and entering on the practice of his profession through that doorway. And this doorway has been lately further narrowed by taking from the county boards some of their former powers and vesting them in the State Board.

To show how anomalous—indeed, how ridiculous—these conditions are, it is necessary only to know that our boards of educatin have been obliged to refuse applications for special work from men of such pre-eminent ability and qualifications as to enable them, afterwards, to obtain positions as instructors in our two great universities. And it is probable that a majority of the faculty in these universities would not be qualified, under our laws, and the rules of our State Board of Education, to teach in our high schools.

Among the "applicants" may be classed "has beens" and "never has beens." These appeal to our sympathies by their refined and upright characters, and yet they are condemned by our judgment, because of their lack of qualifications for the employment they seek.

The foregoing examples do not typify all the varieties of the applicants from whom we turn away to seek the truly qualified teacher; they are selected as an example of a few of the dangerous classes whose peculiar influence is hard to resist.

There is one supreme purpose and idea which should animate every school director and control his decision in every instance: *It is the highest good to the schools;* that which is *best for the children;* not the accommodation of a friend, the good of the town, the success of worthy people, the settlement of a vexed question with the least friction and trouble to himself; but *the greatest good of the children.* Every school trustee should set his face toward this high and pure purpose for which he is elected, and never waver from it. When friends urge, politicians appeal, and business men suggest and advise, let him ask himself and them: "What is the *best for our children?*" and abide by the answer.

But school, directors and school trustees cannot decide this momentous question, unless they take the trouble intelligently to prepare themselves for it. If all applicants "look good"—or, at least, "alike"—to them, they are incapable of exercising their duties, and should surrender the sacred trust placed in their hands. They need intelligence, experience, energy and courage. They should visit their own schools—every room—and carefully observe every teacher, at least once during every term of school. One look into the faces of the pupils of a room, noting whether they are lit up with interest and attention, or dulled with indifference and inattention, will speak more for or against the teacher in charge than all the recommendations that could be tendered, or criticisms that could be made. They should attend the teachers' institutes and associations; hear the discussions, observe the professional interest taken by the teachers in attendance, and make notes of those who should be sought, and, if possible obtained. And, perhaps more important than all this, they should attend such gatherings as the present one; exchange the views and experiences they have formed and gathered on the subject, and thus each would assimilate the joint wisdom of the whole.

School directors and trustees should have local organizations, meeting in each county at least as often as the institutes are held, for the discussion of questions common to them, and co-operating in such action as may seem necessary for the benefit of their schools.

Too long have the people of California and the legislators abrogated their sovereign powers on this subject of public education; leaving its management almost entirely in the hands of the professional pedagogue. It is time that the people, representing the parent and the citizen, should make themselves felt in the management of our schools; not for the purpose of crippling our educational system, but for the purpose of comprehending and co-operating with it.

As a conclusion and as a key-note of all that I have tried to say, I desire to appeal to the school directors and trustees of this

State, to arouse themselves into positive, earnest activity in the management of their schools; to bind themselves to work for the best interests of the schools and the children, and resolutely to seek out and select the best teachers available, regardless of all interests, personal, political, social, religious or business. Instead of waiting each year until the night for the election of the teachers, and then selecting from the mass of applications those who have the strongest pull, let them begin at the beginning of each school year to consider which of their teachers are satisfactory and should be kept, and which are unsatisfactory and should be dropped for better ones, availing themselves of every opportunity of obtaining for the next year, some of the best teachers to replace some of their poorest.

Such a policy will raise the character of the teaching force of any school that adopts it, until it stands at the front, while those trustees and directors who content themselves with such teachers only as apply, will gradually lower the standard of their school, until it will resemble a museum of fossils or an asylum for the indigent poor.

E. E. Keech,
Santa, Ana.

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Selection of Teachers

Synopsis of a Talk Before the Trustees' Meeting

By T. L. Heaton.

In the eyes of the law a trust must be administered solely for the interest of the beneficiaries and the trustee is held strictly accountable for the careful handling of all properties coming into his possession. School Boards and School Directors are trustees, their beneficiaries are the children of the community, their funds are the taxes levied upon the property of the State, the county, and the district. In conscience and in law they are bound to adminter the trust with the same care and attention which they would give to their own private business. If they can not give the necessary time they have no business to accept the office. The trust is a sacred one, even though the service is without compensation. Willful misuse of school funds is a crime; indifference or carelessness in its expenditure is criminal negligence. Every dollar must be used in giving the children the best preparation for life's struggle. The State expends vast sums in schools, it can rightly expect large returns in good citizens and efficient workmen. The character of the return depends upon the integrity and intelli-

gence of the trustee. The school is not a place for punishing enemies, for rewarding friends, gaining wealth, gratifying personal or political ambition. The man who misuses his position in any of these ways is morally worse than the highwayman or the defaulter, for he robs not men of their wealth but children of a square deal and a fair start in life. Every contract should be as carefully drawn and enforced as though the trustee were expending his own money in his own business; every employee, whether superintendent, principal, teacher, or janitor, should be as carefully selected for character and efficiency as would the trustee's bookkeeper, cashier or foreman. The tenure of office in school, as in private business, should be a question of competency only.

The most important function of the trustee is the selection of the teacher, for the teacher makes or mars the school. A poor teacher means more than the waste of a year's time for the children. The influence of one bad year may be traced through many succeeding years. The bad teacher wastes the time of the children, lowers the tone of the school, nearly or quite extinguishes in the child a love for culture, study and refinement. It were far cheaper for the community to pension a poor teacher out of the schoolroom than in it. In the one case it is a loss of money only, in the other it is a loss of money and a sacrifice of children.

But how are bad appointments made? Sometimes from ignorance, sometimes from error of judgment, sometimes in spite of all precautions; but too often from indifference to the sacred character of the public trust,—to the large responsibilities of good school administration. Sometimes schools are considered only as personal patronage of the directors; they divide the appointments among themselves and give the places to their friends or relatives, or trade them off as may best suit their personal advantage. Men who are honest in all private matters, in all other respects exemplary citizens, have yet this low standard of civic duty; they will appoint to school positions those not known to be qualified. Nor is this indifference confined to school officials, it is shared by the public; good citizens will use their influence for the appointment of people of whose teaching ability they know nothing; they know them in business, society, lodge, Sunday School, or church. Such perversion of school funds is not technically stealing, yet the children lose what the State provides for them; the public weal suffers. Are such men truly patriotic?

Conditions in the country are sometimes worse than in the city. The teacher must be a relative of some local politician, she must belong to a certain church, or she must board with the clerk. Her tenure of office may depend on the promotion of the trustee's child or her social relations in the community. Honest and effi-

cient work may be the cause of the teacher's dismissal. Constant change of teachers is the curse of the rural schools. Fortunately for the children, not all appointed by influence are bad teachers, but how much better if merit were the only basis of selection. Not all schools can have the best teachers, but all may have good. If the good only are in demand the supply will rapidly increase to meet that demand, and there will be a corresponding improvement in professional standards.

To select good teachers one must have a high standard of teaching and a correct judgment of a teacher's qualifications. Teaching is becoming a profession. It should at least have the recognition of a craft. Good service is often rendered by bright and earnest people who follow teaching but temporarily; those should be preferred, however, who make teaching a life work. Mere possession of knowledge does not carry with it the power to impart that knowledge. The profoundest scholar may yet have no knowledge of the child's mind or its development, no sympathetic touch with childhood, no power to inspire, no love to warm the young life. Teachers, lawyers, and doctors should have training in professional schools. Those who enter the profession untrained must acquire this skill, if they acquire it at all, at the expense of those on whom they practice. The teacher of experience may have acquired professional skill through study and practice, but experience alone does not prove the possession of such skill. The beginner who has not professional training should find no place in your school. The possession of a normal or university diploma does not, however, insure teaching ability; in many cases the power to handle large classes has never been tested. City boards should require successful experience. Where, then, shall the teacher begin? In the smaller and more easily governed schools of rural districts. The teacher who would fail with fifty children in the city may succeed with a dozen in the country and grow in strength.

The teacher's scholarship need not be exhaustive but must be sufficient to comprehend the relation of the thing taught to the child's mental growth, his future life, to his previous and subsequent studies. The grammar teacher must know the relations of grammar school subjects to high school work; the high school teacher the relation of high school to college. The teacher then must possess scholarship, teaching ability, professional spirit, mental and bodily vigor, pleasing personality, refined tastes and good character.

How shall such teachers be found? Not by listening to the importunities of their relatives, personal friends, ward politicians, pastor of the church, family physician or society friends. These may, indeed, if questioned closely, give valuable information of

social qualities, agreeable manners, personal charm, which are important elements in a good teacher, but their words should be taken for these only. For work within the schoolroom inquiry should be made from those whose business it is to pass judgment upon the professional work of teachers. Such inquiry can best be made face to face with the school director, superintendent or principal; and information thus received should be confidential. We need greater frankness and honesty among school officials. When possible there should be a personal interview with the candidate, and through only an informal conversation it will reveal much of the teacher's personality.

When personal interview with school officers and candidate is not possible, testimonials become best evidence. These must be scanned with care. Are they given by personal friends possessing no knowledge of the candidate as a teacher, or are they given by school officials of integrity and judgment? Do they tell the whole story? There is often much to be read between the lines. Do there seem to be intentional omissions? The letter given to a candidate is generally more flattering than one written about the candidate. Recommendations are sometimes given to get rid of incompetent or disagreeable teachers. It takes courage sometimes to refuse recommendations. Teachers dismissed for incompetency have carried with them strong indorsements from their last positions. Is this honest in the school official?

When all testimonials seem to indicate a strong teacher, letters should be written to those recommending, asking, in confidence, pointed and specific questions regarding the candidate. The reply should bring out both the strength and the weakness. One who has failed under certain conditions may be a successful teacher in a different position. The teacher may not have been supported by her principal. She may have been in primary grade when her temperament is suited to older pupils.

County superintendents may render valuable assistance to trustees in selecting teachers. They know how to interpret testimonials; they know many of the people who sign recommendations; they have seen many of the teachers at work in the schools rooms. They should have no friends to reward, no enemies to punish. If your superintendent is not a person upon whom you can depend in these matters, your duty at the next election is very clear.

The larger salaries, permanent tenure, educational and social advantages attract so many candidates to larger cities for positions that it seems impossible for boards of education thoroughly to know the qualifications of each applicant. To select teachers in such cases, competitive examinations have been found very service-

able. The Board of Education in San Francisco has put the appointment of teachers in the elementary day schools upon a civil service basis. The examination is upon professional lines intending to test the teaching ability. Scholarship is assured by the teacher's certificate. No examination can test with absolute certainty the teaching ability. Teaching can be demonstrated only in the class room. Successful candidates receive their first appointment on two years' probation. If the probation is successfully passed they receive a civil service appointment on life tenure. To make appointments of this kind successful, candidates should be admitted to the examination only on producing the clearest evidence of at least two years' successful experience, and the probationary period should be most carefully watched. Candidates should not be confirmed who do only average work. If the probationer fail, fairness requires a second and even a third trial under different conditions. The probation period may be even extended beyond the two years, but, the probation ended, the successful teacher only should receive permanent appointment. This method of appointment is giving us an excellent body of teachers drawn from all parts of the State. Our next great reforms will be promotion within the department on a basis of length and proficiency of service, and a teacher's pension. When these are accomplished teaching in San Francisco will be a profession which both men and women may enter upon as a life work. We trust that from San Francisco these reforms will spread to other cities.

The remedy for the appointment of poor teachers is not legislative. It has been suggested that the county board of education be given power to elect and assign all teachers of rural schools. County boards are but men receiving political appointments from supervisors. The remedy is worse than the evil. Again, it has been suggested that county boards be elected by the people and given power to appoint teachers. This violates the principle of local self-government. The real remedy is in a greater public appreciation of educational values, of the great cost and great evil of poor teaching; and in an enlightened public conscience, which shall hold sacred the rights of childhood and banish from the schools every form of personal and political graft. To this end we need the combined efforts of superintendents, trustees, teachers, pulpit and press.

I have passed over some of the foregoing topics lightly, for they are to be elaborated by those who follow me.

Duties and Relations of City School Boards and Superintendents

In my treatment of this subject, I shall give my attention chiefly to the superintendent's duties and relations to the school board, now and then modestly dropping a hint, between the lines, as to the duties of the board and its relations to the superintendent.

As to what are the lines of demarcation between the duties of the Board of Education and those of the city superintendent it is a rather difficult matter to determine. In general, the duties of the board are chiefly of a financial nature, while those of the superintendent are of an educational nature. This does not mean that the board is not concerned with the school curriculum, or the methods employed in carrying it into effect. Nor does it mean that the superintendent should not concern himself with the financial affairs of the school department. It does mean, however, that the superintendent should have the absolute initiative in the selection of text-books, library books, apparatus, supplies, planning the course of study and the general methods of instruction, in so far as these matters concern the inter-relations of superintendent and board. I would certainly not exclude principals and teachers from having a voice in all matters pertaining to their duties. What I mean to say is that the superintendent should formulate and crystallize what has come to him through his own resources and observations, the recommendations of principals and teachers, and through his knowledge of the needs of the public, as expressed in the public press or by those most interested in the educational progress of the community. Nor should the superintendent formulate his plans and spring them upon the board at one of the regular meetings and expect them to be adopted without discussion or investigation. The superintendent who is most successful in carrying out his plans and methods, is the one whose personal relationships with the various members of the board are such that he can talk over in confidence, with each individual member, such measures as he may deem of importance, and which he may desire to introduce into the schools. If the proposed measure involves any radical change in the school curriculum, text-books, regulations, or any other matter of school management or government, it is the duty of the superintendent to commit such measure to writing in as concise and definite language as possible, and after discussing it with the individual members in more or less detail, present it at a regular meeting and ask that it be referred to a special or standing committee for their approval or disapproval as the case may be. The average member of city boards of education has not the time, even though

he has the inclination and educational qualifications, to keep abreast of all the minutiae of school managements; yet it is his duty to apprise himself of any proposed changes in the general policy of the school, as well from the point of his official duties in promoting the general educational interests of his constituents as from the point of knowing how the proposed measure will affect the finances of the school department. Such a course will materially strengthen the superintendent in carrying into effect his proposed plans, by enlisting the support of the members of the board in their individual capacity, as well as by their official act in open session.

The city board of education is usually composed of business or professional men who are interested in keeping the schools up to the highest possible standard. In some, the interest may be of a purely personal nature, in others an interest in the progress of the city, and in others still, a broader interest in the general advancement of the cause of education. As a rule the busiest man, the one who is most active in his own affairs, who has achieved success in his own particular calling, is the one who makes the best school board member. He has learned how to do business, how to listen to complaints, how to meet men, how to pass judgment with dispatch. More than all, he knows his own capabilities, what to undertake himself and what to leave to others. He is the man to whom the superintendent may go with any matter whatever, get a hearing, and feel that due consideration and fair judgment will be forthcoming. Such a member will always find time to attend the regular meetings of the board and do his share of committee work. He will probably insist on having the business of the meetings conducted with dispatch and in a systematic manner, and will be ready with any report or particular business that has been referred to him as a special duty.

In the mind of the observing superintendent the board soon resolves itself into several natural advisory committees. There will be the educational member, the financial member, the building member, the purchasing member, etc. As a rule these special qualifications of members are recognized by the board as a whole, and committees appointed accordingly. If, therefore, there is a reasonable degree of harmony and co-operation existing among the members of the board, the superintendent need only present each of his various propositions in detail to one member, and feel that the opinion of this one member will justify him in presenting the matter to the board for action. I would not infer from this discussion that the superintendent should go to some member of the board with every little complaint, or the minor details of his official duties. He is employed for the purpose of acting as a court of

last resort in many of the affairs of the school; even those of more than ordinary importance. The rules and regulations of the board should delegate to the superintendent certain powers and duties, and his decision in such matters should be final. It is his duty to settle, if possible, all matters of dispute, or differences of opinion among the employees of the board, or between teachers and parents, even though the power to do so is not specifically delegated to him by the rules of the board. In fact, his rating as an efficient superintendent, not only by the board but by the community at large, depends, in a marked degree, upon his exercising mature judgment and tact in handling the affairs of the school department, so as to reduce to a minimum the details of business at the board meetings.

Thus far the line of a superintendent's duties is clear and well defined; but when it comes to matters of finance and other business affairs, the way is not quite so plain. It might not be far wrong to state that his duties in such lines are of an advisory nature, somewhat similar to those of an attorney. In fact, the superintendent who is a regular licensed attorney will find himself doubly equipped in his multifarious duties as an advisor of the board of education. There are a few important items of equipment along these lines that the board certainly expects that the superintendent must always have at his immediate command: A thorough knowledge of the school law; all the details of raising revenue for school purposes; modern school architecture and up-to-date systems and methods of heating and ventilating; an approximate knowledge of the amount of money available in each of the various school funds at all times; a reasonable familiarity with the various items of expenditure of school funds. It is essential that he be in close touch with the books and accounts of the secretary of the board. As a matter of fact the offices of the secretary and superintendent should be in close proximity, and the duties of the secretary should, to a certain extent, be under the authority of the superintendent.

The superintendent should attend all meetings of the board and feel perfectly free to express his opinion on all matters pertaining to the management of the schools. His relations with the board should be such that he may enter into its deliberations as freely as though he were a member. In fact, for all purposes except voting, he should be treated as a member of the board. In order to assume all these duties and responsibilities, the superintendent must use sound discretion and judgment. I said that he should feel *at liberty* to enter into the deliberations of the board; this does not imply that he is expected to express his opinion on every matter that comes up for discussion, but that he should feel

at liberty to do so in case the interests of the schools should call for it. It should always be the policy of the superintendent, however, to confine his remarks before the board, strictly to the point in hand, and make them brief and concise. No board should be expected to listen to long discussions or discourses from the superintendent or any one else; the regular meetings should be for the transaction of the regular business of the board. In case the superintendent may wish to present some special proposition that would occupy a considerable portion of a session, let a special meeting be called for that particular purpose.

There is one other point in the inter-relationships of board and superintendent that has caused much discussion, and it still in an unsettled state, so far as most city schools are concerned. I refer to the manner of appointment of teachers. There is no question as to where the authority lies, or where the ultimate decision should continue to rest. The only question is as to what part the superintendent should have in this matter. I shall enter into no discussion of this phase of my subject. Suffice to say, so far as my experience and observation goes, that where the proper relationships exists between board and superintendent, and where the superintendent has the respect and confidence of his board, there need be no special regulations governing this important feature of school administration. In case these relations are not of the most harmonious nature, all the regulations that might be made could not give the superintendent a successful working basis for regulating or restricting undesirable methods employed in the selection of teachers.

C. L. McLane,
City Sup't of Fresno.

* * *

Supervision and Visitation by School Boards

(Before the School Administration Section of the California State Teachers' Association, at Berkeley, December 28, 1905. Subject assigned by State Superintendent Thos. J. Kirk.)

The mere assignment of a subject like this implies that there is such a thing as "supervision and visitation by school boards," and that we may, therefore, profitably discuss the best means of conducting it. Unfortunately, perhaps, for the consistency of this discussion, my thesis is exactly the opposite. I do not think that in any school system large enough to support a superintendent or supervising principal there ought ever to be any supervision of teaching, in the educational sense, or any visitation of schools for the purpose of supervision, by the school board or any of its members. In the country, where there is no professional supervisor,

and the class teacher, while professionally educated, is rarely an experienced professional expert, the situation is difficult. The school trustee has there a complex responsibility, much of which he knows himself incompetent to meet, but which will not be met unless he meets it. The only fundamental remedy is to centralize our county school systems, give the county superintendent enough assistants, and put on him the responsibility of supervising the schools of the county. Until that is done, each district remains a problem by itself, and the solution in each case depends largely on who is trustee and who is teacher. Probably no general rules can be laid down; or, if they can, I at least have no idea what they are.

But in cities and towns the case is different. There we have, uniformly, a board of business men, to manage the business of the schools, and a professionally trained superintendent, to manage the teaching in the schools. My thesis is that these two departments should attend each to its own business, and that any encroachment, especially by the unprofessional board on the professional work of the superintendent, is unwarranted and pernicious. I would not even have the board take the initiative in the selection of teachers. The final authority must, of course, rest with the representatives of the people, but the immediate direction of that authority should be exercised by the superintendent, under whose control the teachers are after they are appointed.

I know this will seem like radical doctrine to many school board members, but I have the satisfaction of knowing that it represents the consensus of professional opinion, and is therefore not my view alone, but that of the overwhelming majority of those who have made the study of school administration their life work.

Consider the situation. Here is an elected board of five, or seven, or sometimes a dozen, or even many dozen members. No one of these men is chosen because he is an expert school teacher, or expert supervisor of other people's teaching, and the chances are scarcely one in a thousand that such an expert will get on a board, even by accident. Even in that thousandth case, the expert on the board will be the last man to interfere with the professional side of the work, unless it is to make suggestions for what they may appear to be worth to the other expert immediately responsible for results. In the overwhelming majority of cases, there is no member of the board competent to be superintendent, and few are qualified even to be teachers. If the superintendent does not know how to supervise the teachers better than any or all of the board, this is usually the best possible evidence that the superintendent ought to be "fired."

This does not mean that the board is simply to abdicate and let the superintendent run things. Quite the contrary. The school

board has all the authority in a school system that the board of directors of any corporation has over the affairs of that corporation. In a reserved sense, it has all the authority there is, and can resume that authority by discharging the superintendent and selecting another in whom it has confidence, but a director in a sugar-refining corporation would not think of going into the chemical laboratory and directing the laboratory assistants what re-agents to use. Even if he happened to be a chemist himself, he would make his suggestion to the head chemist and if, as is usual, he were not a chemist, it would never occur to him to undertake the "supervision and visitation" of chemical work. No more should the layman serving without pay on the school board, consider it a part of his duty to do the work which the people are already paying a professional expert to do. I might go into detail to show how much else there is left for the board to do, even if they leave to the superintendent the selection of teachers and the supervision of their work, but that would carry us out of the present subject. And within the scope of that subject, the principal thing to be said is—don't.

But do not infer that the board has nothing to do with determining who shall teach in the school, what shall be taught, and how, or that the board members should never visit the schools.

In selecting teachers, nominations should be by the superintendent, and election by the board. Many superintendents shrink from taking this responsibility, and with good reason. Long experience with the vagaries of boards, teachers and public has taught them caution, and they not only do not demand the privilege of nominating teachers, as under ideal conditions they ought and would, but are often chary about accepting the responsibility even when offered. Books on supervision sometimes tell superintendents how to wrest this authority from an unwilling board. I say, rather, let the board thrust it on them whether they will or no. The capable superintendent exercising this responsibility will grow to be a stronger and better man than he ever dreamed himself. The incapable superintendent will publicly demonstrate himself a failure at once, and that is the greatest favor that he could render the school system. The authority reserved by the board to confirm nominations prevents tyranny and abuse. And it should never overrule the nomination of a suitable candidate merely because some member of the board has another suitable candidate whom he personally prefers. This power of nomination by the superintendent would not be considered extraordinary in any other branch of public or private service. In the city of Fresno the Chief of the fire department nominates firemen, while the Superintendent of Schools does not nominate teachers. He has a great and often controlling influ-

ence in their selection, of course, since he is on terms of thorough harmony with the board, but he exercises that influence privately, instead of by formal public nomination. It would be better for him, for the schools, and for the board, if he were required to take the entire initial responsibility himself.

The question, "What shall be taught in the schools," necessarily comes before the board, since every new subject or department costs money which the board must raise or apportion. And here the responsibility of the board is very great, but strictly limited. It is not for the board to determine whether the progressive modern education is better than an unprogressive ancient one. Neither will anything be gained by debating questions which have long since ceased to be debatable. The deposition of the "three R's" from their former place as the exclusive subjects of elementary education; the desirability of public high schools; the educational value of manual training and music; and practical need of cooking and sewing classes; electives in the high school; laboratory methods in science; kindergarten; parental or ungraded disciplinary schools; drawing; nature study; teaching pupils who are not going to college many of the things required for entrance to college; devices for individual instruction; physical training; health inspections; free baths in the unwashed sections; school lunches in the hungry ones; compulsory school attendance; school gardens and industries; evening and vacation schools, where needed, and parents' meetings and evening lectures—the desirability of all these things is beyond debate. The only difference of opinion possible in regard to them is the difference of knowing and not knowing, and the whole duty of the school board member toward the theory of all these questions is to know that, to them, informed opinion is unanimous. and favorable, and not to venture a contrary opinion until he has first fully informed himself of the considerations which have led all other informed persons to the unanimously favorable view. Once possessed of this information, there is no risk of his disagreeing. But the school board member who refuses to inform himself, and stubbornly insists that everything outside of what he was taught in school himself is a useless "fad" thereby makes himself simply an obstructive nuisance.

But it by no means follows that because these things are all indisputably good, therefore every school system should proceed to get them all at once. If an ideally perfect system could be dropped down from Heaven, it would be a misfit in any actual community. The teachers fit to run it would need to be dropped down from heaven, too, and, even with them, there would be a lack of children able to profit by it, of parents able to appreciate it, and of public, willing to brave it and able to pay for it. The practical

problem in every community is to fit the growth to the conditions and resources of that community. The suggestions of the superintendent are essential, as showing what is lacking, what need appears most urgent, and what it would cost, and the influence of a good superintendent will be very great. But the superintendent ought to be an enthusiast, eager for better schools than he can get, and the final responsibility of determining how rapid improvement, on what lines, the community can be made to stand, falls on the board. Sometimes, unfortunately, the burden of substituting the board must first fall on the superintendent.

The "how" of teaching must also come before the board when questions of policy come up that cost more money—as the relieving of principals of class teaching; introducing the "Batavia system" of supplementary individual instruction; introducing department teaching in the grammar school, or putting a training teacher over primary grade teachers, and the like. But the supervising how any particular teacher shall do her work is distinctly the superintendent's or principal's business, with which no board member should every have anything to do.

Board members ought, nevertheless, to visit the schools as frequently as possible, but that visitation should be to inform themselves, not to supervise or criticize others. Let them visit the manual training, the drawing and the business departments to see what is really accomplished in them. There is no cure for the "anti-fad" board member so good as to see the fads really in operation. Let them visit the other schools, take part in the opening exercises, learn by experience to "sense" the atmosphere and spirit of a school, and let them inform themselves by conferences with teachers and principal after the visit, what are the problems, needs and ambitions of the school. Let them watch the procession of American citizens in the making, until they feel the full meaning of the institution in their charge. Let them find out, by personal inspection, all they can about the school system and its workings. But let them carefully refrain from the critical inspection of the work of any individual teacher. It ought not to be their business to distinguish between good and bad teachers, and if it were, this would be no way to do it. Few teachers would show their work fairly before a strange inspector, even when he is a sympathetic expert. The superintendent himself has to learn the personal equation of each teacher to know just what to allow between the teaching he sees and the teaching that goes on in his absence. The sporadic visit of the school trustee illustrates nothing at all; it wears and demoralizes the teacher, and frequently leads to false judgments and injustice on the part of the visitor. Let the school trustee realize that individually he

has no authority in the schools at all; that the authority belongs only to the board, in meeting, and that his own rights, in that meeting, are only to make motions, debate and vote. In his individual capacity he visits the school to gain information, not to exercise authority.

In the notice sent to me of the subject of this address there were six suggested subdivisions. They may serve as well as anything else to recapitulate, though, in the light of what has been said, the answers almost make themselves.

(1) "How should suggestions be made to teachers; direct, or through the principal?"

Neither way. Don't make them at all.

(2) "Co-operation with superintendent and principal."

Turn the educational side of the work, including the nomination of teachers, absolutely over to the superintendent. If he is not more competent to attend to it than you are, discharge him.

(3) "What should school boards know about courses of study and methods of teaching?"

Not necessarily anything. It is a real disadvantage to a school board member to know into which grade Long Division is taught. The trouble with most laymen is that they know too much about these things. They know that no progress has been made in educational methods since they were in school; that modern improvements are "fads"; that whatever they do not know themselves, nobody need to know; and that ability to spell Popocatapetl and to do "sums" in Brokerage and Discount is the ultimate test of education. Better blank ignorance than this sort of knowledge. Better still, a general knowledge of what modern educational standards are, sufficient study of some of them to know that they are right, and sufficient caution to reserve an opinion against any of them until the evidence has been examined.

(4) "Looking after repairs and improvements."

This is outside of the present subject. Permit me, however, just to allude to a favorite idea of mine, that every board in charge of any considerable system needs a salaried business agent, to attend to business details, under the direction and responsibility of the board and its committees.

(5) "Creating public sentiment in favor of schools—parents, press, pulpit."

Be enthusiastic yourself, and spread that enthusiasm. If the local editor is an anti-fadist, convert him by the same process by which you were yourself converted. Encourage the preachers to keep their mouths shut, unless you have the rare fortune to have one who knows how to open his mouth and keep his foot out of it.

As to parents, it is a big subject, all by itself, and ought to have a separate section devoted to it.

(6) "Attendance on teachers' meetings and other educational gatherings."

Attend all you can; but as a learner. If you speak, do it as a representative of the public, offering support and encouragement to the schools. Attend your county institute, and urge other trustees to do likewise.

CHESTER H. ROWELL,
Fresno.

* * *

Creating Public Sentiment in Favor of Public Schools

The Public School needs the public favor, and in the abstract it has it. Good, in contrast to Evil, also has the public favor, in the abstract: but that public sentiment sleeps often and long, is too easily perceivable in the flagrant evils that daily tempt and destroy our youth—endured by us collectively, though denounced by us individually.

Public sentiment, as a force, is fairly hard to arouse by calm methods; and it is exceedingly difficult to keep in anything like uniform activity.

Go into the street and knock a lady down, and public sentiment at once arouses, expresses its denunciation and demands punishment.

Rob a man by legal, but questionable methods; enrich yourself at the expense of his family; starve his children out of school and into the factory, and public sentiment will not, as a rule, make it impossible for you to repeat the act, and still live in the same town.

Why necessary to create:—

In our public schools we use only Good—we do not use Evil. We plan healthful rooms; we demand pure air, pure water. We teach honesty, sobriety, respect and patriotism. We partake of, teach, seek, and expect good things. Daily are good thoughts being placed in the minds of the pupils, all tending toward a correct interpretation and comprehension of life. Nowhere else do the children get this repeated, and again repeated training:—not in the home—the repetition is not there, the uniformity is lacking, the Good is not always upheld. Not in the Church—the children are not all there, authority cannot be enforced, and the uniformity again is lacking.

Association of the child with its fellows is as necessary to its development and to the realization of its world, as association with men and with the activities of life is necessary to the proper devel-

opment of the man. The public school is the only place the youth of our land are regularly, repeatedly, and systematically taught good things, and for a specific purpose, viz.: to make the citizen that all good people delight to honor. If you don't believe this, just close your eyes, and imagine the public schools closed for a year—what institution would take their place? You might close your colleges and universities for a year, but the common public school of today could not be closed without disrupting our whole civilization.

This, in brief, is the necessity of creating a healthy public sentiment in favor of public schools.

Any interested citizen can have a hand in this work, but the school trustee should be especially alert.

How can he do it:—

Commence with yourself, and never let politics or favoritism influence your decision. Then commence on your board, and agree that perfect harmony must and shall prevail, so that you can go before your school as a unit.

Then take your superintendent into your confidence, completely so, and get acquainted with him, and let him feel that he *knows* you, and that he can depend on *you*. Then get acquainted with your principals and teachers—not an introductory acquaintance, but really *acquainted;* give them to feel that you are their friend, not their critic; by common sense means give them to understand that in your dealings with them you will be fair and just; have it as the spirit of your school that unless there is very good reason, teachers are secure in their position—and that is true in our district, and has been for many years past. Our teachers seldom leave us unless to get married—the climate is so good they can't die, and marriage is the only alternative.

Having thus harmonized and made friendly your teaching force and your board, you have ready an army of workers with which to attack the Press, the Parent, and the Pulpit. * * *

Let me here interject, that every up-to-date school trustee will inform himself regarding the school law, and familiarize himself with the principles of correct teaching—he ought to do more, but he will do at least this much, if he makes any kind of success.

THE PRESS:—

Some morning call up one of your Press men—one whom you know; tell him you have something good—just kidnap him, and take him to one of your school houses; have something natural, but have perhaps the flag raising, the flag salute, the patriotic song; then take him through the building, and into a class room or two—call his attention to a few things—then look out for the evening paper—it will show that somebody has been awake.

When a school has a debate, or an athletic day, or anything of special interest, see that a notice gets into the paper—somebody awake again. Don't have "mushy" notices, on the cheap advertising style, but good sensible comments or the passing events of your local school life, with a touch of appreciation and commendation thrown in for seasoning. Ask the Press to give you an ear before commenting adversely, or on the information of a disgruntled person—don't ask anything unreasonable, be fair and honest always, and the Press will be the friend of the Public School.

THE PARENT:—

Is a more uncertain quantity, but on the whole responsive and approachable, though generally averse to publicity.

Here is where a conscientious and qualified trustee can be of great assistance in creating public sentiment, especially if he has been selected, as I think he ought to be, from that part of the educated men of the community, who, by their local affiliations, are most likely to remain as permanent residents. Our principals are instructed to talk with their respective teachers, and to list all cases of defective eyesight, of hearing, or other bodily defect. The question is asked in each room for all scholars to report to the desk if they at any time cannot see the blackboard plainly, if they cannot hear, or if their seat is uncomfortable. All cases indicated are reported to the parents—general talks are given from time to time on the care of the body—we have found this effective, to consume but little time, and to avoid all friction.

An elaborate system of inspection for a city such as Riverside, would be of doubtful expediency. Our teachers have been trained to this work, and in many ways that I cannot here outline, they keep alive a healthy public sentiment toward their respective schools, through intercourse with the parent.

Riverside has a "Present Day Club" of business and professional men, who meet at a banquet once a month, followed by the discussion of some question of interest—we had a whole evening devoted to the Public Schools—somebody was awake.

We have a Woman's Club—one of our members addressed the club, and a whole afternoon was given to discussion—a pretty lively meeting, I assure you.

Our teachers once in a while have a little gathering and supper at the Park—we invite the ex-trustees and their wives, and our county superintendent, and we again keep school matters alive among those interested.

I often speak with our business men regarding school work and school policy—I ask their advice—that leads them to ask me questions, and often I am able to create an active sentiment, where before it was dormant. If possible, once in a while, get some busi-

ness or professional friend to speak to the school—it does the school good to come thus in contact with the busy world. I have had men become interested at a social gathering, along the sociological line, others again prick up their ears at unusual and odd happenings; others like to look in on the very little folks; others want to see a fire drill. I care not what they want to see, if I can just get them to the school building—they might be interested in the wood shed, or the flag pole, or what-not, but I am ready to go with any citizen to visit our schools, and no such visit has yet failed to make an active friend for the Public School.

THE PULPIT:—

Ministers, if good speakers, should be invited along with other men of the city to address the school on subjects of interest. One of our ministers was quite a geologist, and gave several interesting talks; another had traveled, and so could speak of foreign lands. We have never made further use, nor had other experience with our clerical friends along school lines, but have always found them friendly.

Let me add that the opportunity is great—that we can create and direct and keep alive a good public sentiment toward our schools, and that we should do it naturally, without any red tape or ostentation, so that gradually the public and the schools will be so inseparably bound together in thought and activity, that we may use these plants for the teaching of greater Good, which shall reach beyond the school age, and into the family life, making more for civic righteousness, through an awakened and cultivated civic conscience.

S. C. Evans, Jr.,
Clerk Riverside High School

* * *

Improvement of School Grounds

All school improvement must rest upon a solid foundation; and the best foundation I know is the fine old motto, *"Cleanliness is Next to Godliness."* Poor human nature is prone to vapor about large and handsome improvements in the future, involving the levy of taxes or the voting of bonds; and to utterly neglect the *small* things that we could do in the *present* with the money we *have.* In thousands of places in this sovereign State of ours, the greatest possible school improvement could be wrought by soap and hot water—and *elbow grease!*

What profiteth it to boast of patriotism and collect cash for a flag on the school house, while the outhouses are so rank they smell to Heaven?

Why talk of planting out beautiful groves of trees and lovely flowers for a school that allows the old copy books of year before last to remain astraddle of the weeds back of the house, year after year?

Wherefore agitate a cupola and bell for an outfit that dumps the ashes in the front yard and lets the steps go broken down for three generations?

And Echo, carried on the crooning wind, will sadly answer, "Why?"

But if you listen closer to that same crooning wind, you may detect the accents of Common Sense, which says:

"Accept all the flags and trees and cupolas you can get; and *Clean Up.* Spread the gospel of cleanliness and *clean up* some more. As time goes on, clean up again, and frequently. 'Tis the *price* of good condition, at school and everywhere else.

Cut down the weeds and rake up the trash in the yard—and *burn* it. The whole country goes along and judges your school by what shows outside. The apparel oft proclaims the man; so adopt Sup't Kern's watchward, re-echoed and reiterated in Illinois—

"PLANT TREES.
PAINT HOUSES"—

and paint the closets and the fences, too. All the world loves a fresh, clean dress.

Take out the *dead trees,* for Heaven's sake; and prune up the *live* ones! A dead tree is a mighty poor *advertisement.* You don't want your children nor your community to grow *accustomed* to it.

Wash the windows and clean the wood work and scrub the floors. *No housekeeping,* public or private, can decently go *without* it.

Varnish the desks and paper the walls; and throw *away* the rusty, broken stove with its sway-backed *pipe*—get *new* ones, up to date. Any prosperous man would do so in his place of *business.* Don't you want your school to be *prosperous?* I tell you, the greatest danger that menaces our American public school system today is the danger *that our best people will think it not good enough for their children!*

Burn the curled up *pictures;* and the old *mottoes;* and the dead *evergreens;* and the ragged *charts;* and the forlorn wrecks that once were *books.* They can't last *forever;* they have *done* their work; they are *unclean. Purify* them by fire. *Clean out* the corner *cupboards,* and the library *shelves* and all the unused places.

So, you catch my thought. *Clean up!* That's my idea of School Improvement of the best and most practical kind. It's

criminal to allow children to breathe *in* an atmosphere of *unthrift.* The evil that we do lives after us. We are *perpetuating* dirty walls, slovenly surroundings, shiftless habits, away into families as yet *unborn.*

When a teacher points out to me how he is surrounded with the crusted filth of former generations and tells me the trustees don't *do* anything,—I don't *say* it, no—for I've *lived* too long. And the next campaign is pretty close, too; but I *feel* like saying: "You lazy, indifferent *hound!* Why do you tamely submit to this imposition upon your children? What have *you* done toward getting this rat's nest cleaned up"? True, the trustees handle the money; but it's *your* business to furnish the *spark* that starts them going. *You* should kindle the *sentiment* and fan it into action. What have you *done?* Not a mortal *thing,* have you, except to feebly whine your excuses? You're not *half a man!"*

Or perhaps the case would be different, and I would feel like saying, "You slattern! How can you *bear* to live on such floor, with such windows, such desks? How can you *live* with your children in such squalid slovenliness? What have you *done?* Have you brought an old dress and worked half a day with your children in removing the worst of the filthy scars that blot the fair face of your school house? Have you used any generalship or courage in working up a neighborhood *sentiment* for Cleaning Up? Not a thing but to *complain* when the superintendent comes? Well, you don't deserve the name of *teacher!"*

And to the trustees of the school in either of these cases I should feel like saying:

You sluggish, selfish scoundrels! How can you *bear* to neglect the trust that has been put into your hands? You are getting your children educated and the children of your neighbors educated at the public expense; and yet you will not do the things that will make that education of most worth. Money is put into your hands to make your school clean and handsome and prosperous; and yet you keep it no better than a stable! You are not fit for free citizenship at all!

Thus, friends, you see my creed for School Improvement:

Clean up the small things and the Lord will make you ruler over many. Other and greater things will follow.

Instead of "Do Right" and "God Bless our School" on the walls, I would suggest "Ivory Soap: It Floats"—"Good Morning: Have you used Pear's Soap?" and

Cleanliness is Next to Godliness!

EDW. HYATT.

School Furnishings and Decorations

All that has been said by the speaker who has just addressed us, relative to progress in the construction of school buildings, is perhaps equally true of their furnishings.

The exterior of a school building is usually an index of what may be found within. Rich interiors are seldom found with rude exteriors, and vice versa.

Since the exterior walls are built for interior purposes, the arrangement and convenience of the latter should have first consideration. Too often school buildings are constructed with the idea of their external architectural effect uppermost.

Such lack of comprehension by the builder usually produces a building of possibly fine appearance from without, but poorly lighted, badly ventilated, and inconvenient from within.

No amount of other furnishing can overcome such building defects. With the essentials of comfort and convenience lacking in the construction, it is impossible to otherwise have good equipment in the school room. From this it follows that the most important furnishings of a school room are pure air, light and heat. These are indispensable, and as the architect has pointed out to us, must be considered in the construction of the building itself. Another thought is suggested in consideration of this interrelation of outside and inside of the building. One is the complement of the other. Every exterior projection, gable, dome and angle, has its counterpart in the inside in niches, arches and corners, that offer resting places for statuary, for cabinets and for pictures. If these necessary breaks in the walls are properly placed, they serve not only the purpose for which they were primarily intended, but also permit of such simple decoration as will make a school room cheerful and attractive. A good illustration of this is found in the arrangement of the windows. If properly grouped they will distribute the light satisfactorily and at the same time permit of certain interior effects in window decoration that will add beauty to the room and that would not be possible without the grouping. Even a chimney projection from the inside wall that might serve to disfigure a room if in the wrong place, can with little, if any additional expense be made to contribute to the attractiveness.

If we would make our school rooms something more than four bare walls, like the interior of a factory or a warehouse, these detail matters of construction must be in mind from the beginning.

With pure air, light and heat furnished in proper quantities the next important matter is the school seats and desks.

It will not be necessary to review the history of the school room for the past forty years to show the evolutionary process that has

taken place in school desks during that time, for all present are doubtless familiar with the progressive changes.

There are those present, however, who because of their belonging to a later generation, have never enjoyed the luxury of sitting for eight hours a day in the rude home-made seats of pioneer times. Nor have they, probably, ever engaged in that pleasing diversion so common to the early schools, of carving their initials on the desk in front of them with all the embellishments that schoolboy skill and a dull jack-knife could accomplish. Yet all have lived through a part of the time that this changing process to better conditions has been taking place.

While in the present up-to-date adjustable seat and desk we have a high type of school furniture, yet it is not the ideal. There are still conditions not wholly satisfactory. It is believed that a more perfect desk than any in use will yet be made.

Of this class of furniture the seat and the desk that can be adjusted to suit the height of the pupil, is acknowledged to be the best.

With this form of seat properly adjusted the pupil will sit erect with ease and comfort, his feet resting on the floor or on the foot rests provided. In buildings recently furnished this type of desk has as a rule displaced the older types in which height could only be changed by changing the size or number of the seat. Many of these older types are still in use, however. They are still being manufactured and readily sold because a trifle less in cost than the better and adjustable desk.

The difference in height of pupils of the same class makes it difficult if not impossible to seat all the class in seats of a fixed uniform height.

If different numbers or sizes are used, as must be the case in rooms having mixed grades, trouble will arise wherever different numbers come together in alignment. There will be a low desk with a high seat, or a high desk with a low seat, either of which is wholly unsuitable for pupils of any size.

This can be obviated only by putting seats of the same size in a row, which simple and sensible arrangement is often overlooked. A promiscuous mixture of sizes is not unfrequently found. This is wrong. It is unhygienic. It causes much discomfort to the ill seated pupils and is a source of much disorder in the school room.

There are few more distressing scenes in a school room than that of a young pupil perched upon a high seat with feet dangling in the air, unable throughout the long hours of the day to find a resting place. Yet this is no uncommon sight, nor is it limited to ungraded schools. Again, perhaps a larger pupil is comfortably seated but the desk in front of him is one or possibly two sizes

lower than his seat, which compels him to lean forward in a bent posture until he becomes stooped and round-shouldered. This is criminal. While pupils are thus violating the laws of their physical being, their teacher is perhaps conducting daily lessons in anatomy, physiology and hygiene. Such teachers, and there are such, are manifestly unfit for the training of youth. The superintendent, too, who fails to note such conditions and to have them corrected, wherever they exist within his jurisdiction, is incompetent. And the members of the school boards who are primarily responsible for the seating of the children, should in such cases be removed from office for the neglect of duty.

In the placing of desks, care should be taken that each desk overlaps the seat of its owner, in order to bring it close to the pupil. The width of the aisles should be sufficient to give not only freedom of passage way, but, what is more important, the proper amount of air space for each pupil. All of these matters concern each member of every school board. They are matters that need thoughtful sudy, both through observation and from books of acknowledged authorities. Some standard work on school architecture, with chapters on school hygiene, should belong to every school board.

Children often suffer in bodily health, suffer untold discomfort and even grow misshapen through what passes as a little negligence on the part of some one, but what is in reality a crime.

Again, what often passes for stupidity, inattention and a disinclination for study is in reality the effect of vitiated atmosphere or of improper seating, possibly of both.

Every class room should be provided with a suitable desk having lock drawers and with a chair for the teacher's use. Also at least two additional chairs for visitors. The writer recalls having once visited a city school of eight rooms, where at each transfer to a different room, a boy followed to carry the one visitor's chair that the building afforded.

APPARATUS.

Under this head has been classified every device known for illustrating or presenting studies objectively.

Many articles sold as apparatus to unsuspecting school boards have little or no value in the class room.

The purchase of tellurians, orreries, and most charts, is a waste of funds except to the agent who sells them.

Simple apparatus, that will serve every purpose of illustration needed in an elementary course, can be made in the school by pupils or teacher. Clocks, globes, maps and blackboards of a right kind can be made serviceable in a class room. The use of the blackboard has of late been questioned by some educators of high standing, who contend that it is like the hand slate and should be

set aside for the pencil tablet or pad. They hold that the defacement to the walls, the injury to the eyes from the glaring black or green surface, the noise attending their use, and above all else, the crayon dust that vitiates the atmosphere of the school room, more than counterbalance the advantages that boards otherwise have. Doubtless there is much in these contentions. Many of the evils complained of can be remedied. We are hardly ready to discard the blackboard. Where boards and crayon of a good quality are used the objectionable features are in a great degree overcome. Real slate, well surfaced, when set in the wall is nearly noiseless in use, lasting and economical in use of crayon. Less dust is made on such perfect surface than on coarser boards.

With the hard crayon, erasers with corrugated surfaces to hold the dust, and an even board surface, the quantity of dust escaping into the room is reduced to a minimum.

In the English schools a blackboard made of glass has recently come into use that bids fair to supersede all others.

Judging from what has been published concerning it, this glass material has a marked superiority over boards of other make.

It can be cut to fit any ordinary space on a wall. On a stretch of wall of unusual length, where it might be found necessary to make a joint, the pieces can be fitted closely together.

One side of the glass is slightly ground until it becomes lusterless and even.

The reverse side is painted black or green and placed against the wall where the plate is firmly fastened. The paint being behind the exposed surface can not be scratched or marred from usage. The ground surface practically reflects light in all directions without the glare and dazzle so often troublesome where other boards are used. These boards are said to take the crayon readily; the marks are easily removed; dirt and grease are not absorbed in the glass. These are some of the features that commend this new kind of board for general use.

In the Biennial Report of the Superintendent of Public Instruction of California, issued in 1904, there is an interesting article by Dr. F. B. Dresslar, of the University of California, entitled "Notes on School Hygiene Suggested by Observations in European Schools," in which is given a full description of the glass blackboard as Dr. Dresslar saw it in its use in England while on a recent visit there. In part I have quoted from Dr. Dresslar's article, in the description I have given. From lack of data the comparative cost of the glass with other boards can not be presented here, but it should be less than slate, and not more than the cost of composite boards. In the article to which I have referred, Dr. Dresslar also writes of tiled floors in the schools of several European countries that he visited. For hygienic and other reasons he

recommends their use for halls and cloak rooms, but not for class rooms or study halls, as such floors are too cold for the feet. He further speaks of glazed brick wainscoting in use in some European shcools and points out its superiority to wood. It will be well for all school boards in this State to read Dr. Dresslar's article if they have not already done so, since it contains many observations of value, especially to boards having new buildings in contemplation. It treats, in addition to what I have noted, of gymnastic exercises and special rooms for the same, of the filteration of air and of baths in the public schools.

The furnishing of pure air of the right temperature to school buildings, and the machinery or apparatus necessary for this are more properly considered. Also the matter of school baths and the gymnasium. Regarding the latter I would say that some gymnastic apparatus should be in use in every school room. Where no Supervisor of physical training is employed, the class room teacher should be required to direct the exercises. Not the spiritless calisthenic drill too often seen, but such exercises as will have an educational end in view and as will result to the pupil's physical well being. Where a well equipped gymnasium can not be afforded, as in the case of schools having but few class rooms, at least some of the simpler apparatus can be furnished. In the opinion of the writer the lack of systematic physical training is today the weakest feature of the American school system.

DECORATIONS.

On this subject I shall be brief, having already hinted at what may be done in this way in building constructoin. Again there is little in this line that is new to offer for consideration.

The walls should be either of the gray sand finish or tinted in some soft color that will be pleasing and restful to the eyes. They should never be in the glaring white "hard finish" sometimes still found in school rooms. The same may be said of the ceiling as of the walls, except that the steel ceiling is thought by many to be preferable to plaster, where it has been used. Where tinted plaster ceiling is used, some simple fresco design or border will add to the attractiveness. Pots of flowering plants, rustic baskets of ferns, or of trailing vines, as well as vases of cut flowers, always make a school room cheerful and attractive. A teacher who is happy in her work will have these things. It is well for school boards to encourage and commend such efforts when made, or, if lacking, to stimulate it. Pictures are the most common form of school room decoration. The advice to use only pictures of real merit, or photographs of such, has been given so often that it is unnecessary to repeat it. Whith photographic copies of the best there is in art for a few cents each, there is no excuse for cheap wood cuts or trashy

pictures of any kind. School boards should see that every class room in their charge is decorated with works of art, both in pictures and statuary as costly as their funds will permit. During a term of years this can be done even in the poorest district. It is not a valid excuse to say there is no money for such purposes. All school money apportioned are for the education of the children. All the decorations I have mentioned are for that end. This is no mere sentiment or personal opinion of the writer. Every intelligent person will admit that good pictures, statuary and other artistic wall decorations have a marked educational influence on the impressionable minds of youth. It is surprising to the writer that parents who spend large sums of money in decorating their homes with fine paintings and rich furnishings generally, will permit their children to spend the greater number of their waking hours in the cheerless school rooms too often found, even in the richest cities. Prof. Chas. Zueblin, of the University of Chicago, who recently lectured in several cities of this State, spoke, among other things, of the "Twentieth Century School." He said in substance that we still hold to the ideals of the Nineteenth Century in school matters. During the past century great strides of progress were made from the old log school house to the "Little Red School House," and from that to the square boxlike structure of a later period, steadily improving until we attained to the fine architectural structures occasionally seen at the close of the last century. One city has now a fine school house that it's citizens points to with pride as a model building. Another city has its ample school grounds beautifully laid out in lawns, gardens, and exercise parks. Another has a teaching force and Course of Study that is unsurpassed. Another has its buildings well equipped with laboratories, gymnasium, and school libraries. Another still has rich furnishing and illustrative apparatus in all of its departments—the ideal Twentieth Century School will have all of these.

ROBERT FURLONG.

* * *

Model Plans and Specifications for City School Buildings

The planning of school buildings is largely a problem of sanitation. It is also a problem of aesthetic straining. School buildings should be so planned as to serve best the purpose for which they are constructed, towit: the development of men and women, and this includes all that can be done for the occupants of the building in the way of health and the development of character. First and foremost in the selection of a plant for school purposes for city

children, is the selection of school grounds. These grounds, so far as possible, should not be within two hundred feet of any electric car line, or within a greater distance of steam line. One of the most difficult things that the city schools have to contend with is the noise of traffic on the streets. In this country school grounds should be selected with a view to the purpose for which they are to be devoted. A lot that would make a splendid building site for business or residence purposes, might be very poorly adapted for a school site. The grounds, it goes without saying, should be spacious enough to afford ample play grounds for the number of pupils attending school. A school lot to adequately accommodate five hundred pupils should not be less than 300x300 feet, and a school ground for one thousand pupils should not be less than double this area.

The character of the soil should be taken into consideration. The frontage is a matter that is of importance, so that the building may be placed on the west frontage of the ground—the slope to be from the building. The location of the building on the west frontage of the lot is important, as it furnishes a sunny and warm play ground to the east of the building. It also affords opportunity for opening the greatest number of rooms possible to the east, thus securing the best sunlight, and at the same time securing the location of rooms in the quietest section of the building.

The model plan for a country school house, and for a city school building, is composed of identically the same units—and that is the model school room. There are certain fixed limits in reference to a school room that cannot be passed without damage to the children.

Authorities are agreed that the greatest distance that children should be required to read writing on the blackboards is 30 feet. It therefore follows that the greatest length of the school room should not exceed 32 feet. Light will follow in sufficient quantities a distance of 1 1-2 times the height of the light surface from the floor—that is, if a window be 12 feet from the floor, the greatest distance that the window will throw light in sufficient quantity to afford the most perfect conditions will be 18 feet. But if the light is admitted in sufficient quantity it has been demonstrated that a very acceptable light can be obtained in a room 24 feet wide with a 13 foot ceiling. But to do this it is necessary to place the school desks as near the light as possible, leaving an aisle at least three feet wide on the dark side of the room. Taking these two things into consideration, a school room should not be in length more than 32 feet, nor in width more than 24 feet. The height of the ceiling is determined largely by the number of stories there are in the building. If the building is but one story high, the ceiling should be made as high as possible. In this case it is possible to

make the room wider than 24 feet, but if the building consists of two stories, the height of the ceiling should not exceed 13 feet.

The finish of the school room should be as plain as possible. No projections should be permitted in the room so as to afford opportunity for the lodgment of dust. The mouldings should be plain and so shaped that the dust can readily be removed from them. All book cases should be placed in the walls of the building so that the doors will come flush with the plastering of the room. The windows should be placed from 3 feet 6 inches to 4 feet from the floor, and should be carried as near the ceiling as construction will permit. With proper construction the glass surface can be brought within 6 inches of the ceiling. All windows should be placed on one side of the room, to the left of the pupils, and these windows should be placed on the 32 foot side of the room. The windows should be placed as nearly to one end of the 32 foot side as possible.

Mullions between the windows should be as narrow as strength of construction will permit. The glass surface should be broken as little as possible with sash rails. The glass surface of a school room should not be less than one foot of glass for every 4 1-2 feet of floor surface. About 172 feet of glass will be required for each school room of the size indicated above. If the glass of the windows is 8 feet long, it will take a width of window 21 feet for each room.

The 32 foot side of the room not occupied by windows will be in front of the children, thus permitting them to look into a pocket which is restful to the eyes.

There should be two doors opening from each class room into the cloak room. This cloak room should be in no way connected with the hall, but should have an outside window. If possible, this cloak room should be as much as seven feet wide and 24 feet in length. The cloak room should be of sufficient size to afford a safe place for the hats and wraps of the number of children to be schooled in the class rooms. The location of these cloak rooms, if possible, should be behind the teacher and the door leading into the school room should be at least four feet wide and should be placed as near as possible to the doors leading from the school room into the cloak room.

The planning of a school building is the arranging of the unit, the school room, in such a way as to secure the best lighting for the greatest number of rooms. The placing of these rooms so as to remove them the farthest from the noise of the streets, etc.

The foundations of school buildings should be so constructed as to prevent moisture from collecting in the soil under the building. The best drainage can be secured by constructing in the school

grounds a drainage sump connected directly with the sewer. There should be placed at the foot of the foundation wall drainage pipe properly covered with rocks, this drainage pipe to connect with the drainage sump. Such construction will insure perfect dryness under the school building proper. Every school building should have within it a basement of sufficient height to be serviceable as a shelter for children in rainy weather, and for the installation of necessary heating apparatus and sanitary conveniences. The floor of this basement should be covered with concrete. The concrete, if possible, should be covered with bitumen. No drainage pipes, whether of iron or otherwise, should be covered up under a school building. A much safer way is to attach the drainage pipes to the ceiling of the basement, carry them through the wall, and connect them with the sewer outside of the building. One of the greatest dangers to the health of the children in a city school system is the sewer system. The leaders from the roof should not be connected by hoppers to the sewer. No matter how much care is taken, these hoppers are frequently out of order and the sewer gas is permitted to escape into the school yard. A safer construction is to surround the building with sewer pipe to be used for roof drainage only, and this drainage pipe to connect directly with the drainage sump in the school grounds. The leaders from the roof to be connected directly with this drainage pipe. In this way absolute safety is secured.

The most desirable light exposure in this climate, for a school room, is the eastern. If care is taken to roll up the shades in the evening, the school room will be warmed by the morning sun before the children are called together, and then, too, the sunlight will give no trouble in the room after ten o'clock. A western exposure is deemed more desirable than a southern, and a southern exposure is preferable to a northern exposure. All school rooms ought to be arranged so that direct sun rays can be admitted to them sometime during the day. You can readily see that the sun's rays in the rooms exposed to the south will be so bright that they must be shut out of the room when the children are present. There is also economy in fuel in having the rooms with a light exposure to the east.

The best arrangement of school rooms, if money will permit, would be a single row of rooms opening on to a corridor, and this corridor opening to the west. This would insure splendid lighting and splendid ventilation. We are compelled usually to place rooms on both sides of the corridor, but the building should be so arranged that all space to the east of the corridor may be occupied for school purposes, all offices, libraries, etc., occupying the west frontage.

STAIRWAYS.—All school buildings of more than one story should contain at least two stairways. There should be one stair-

way at least for each 150 pupils. These stairways should never be constructed in a single run, but should have a landing in the center and turn, and this landing should be at least 1 1-2 times the width of the stair. The stair for primary children should have a riser of not more than 5 inches and for grammar pupils not more than 6 inches and a width to correspond. Stairways, even in cheaply constructed buildings, should be so constructed that it will be impossible for them to take fire at the foot of the stairway.

CORRIDORS.—Corridors of the school building should be wide and well lighted. Like the class room, they should be constructed with a view to prevent the lodgment of dust.

HEATING AND VENTILATING.—The problem of heating and ventilating a school building is a difficult one. The problem of heating the school building would be an easy one, but any scheme of heating that does not provide for ventilation should not be considered. To properly ventilate a school building it is necessary to furnish each child in the room at least 30 cubic feet of air per minute. To move 1500 cubic feet of air per mniute it is necessary to apply power. It is immaterial how the air is heated. It may be done by forcing the air over air warmers, over steam coils, or over hot air pipes. I believe the most economical way of heating air in this climate is by means of large air warmers. These may be so arranged that one or more may be used, according to the temperature of the outside air. It has been found best to bring the air into the room at one place and take the air from the room, if possible, in at least two places.

In planning the new school buildings in Oakland we have adopted the plan of using the cloak rooms as a part of the ventilating system. The air is taken in at the end of the room where the cloak room is located. It is distributed through the room and taken out at the bottom of the doors of cloak room and forced through the cloak room into the attic space above, and from the attic space to the outside. This provides good ventilation for the cloak room. It also prevents the contaminating of the air.

LIGHT.—Although sunlight in the school room is very desirable during the absence of the pupils, it cannot be admitted directly during the presence of the pupils, and yet light must be admitted. It is therefore important that the shades of the school room should be of a light, translucent material. We have found by experience that a light green shade is preferable. These shades when drawn will admit a limited amount of light.

J. W. McClymonds,
City Supt. of Schools, Oakland, Cal.

Model Country School Buildings

By W. H. Weeks, Architect.

No problem that engages the attention of the trustees of a district should be considered of more importance than that of the planning of the school building.

It is seldom one finds a country school where the proper consideration has been given to the Construction, Lighting, Heating, and Sanitation. This, no doubt, is sometimes due to financial limitations, but more often it is due to a lack of knowledge of the accepted rules and principles of modern school sanitation and construction.

It is my privilege today to point out some of the ways by which the country school can be made more sanitary, convenient, and artistic. With the limited time at my disposal I can only go over the subject in a general way, simply calling your attention to those points most worthy of consideration.

Before the planning of the building it is necessary to provide the site, which should be centrally located, on high ground if possible, where good drainage is assured, and where the purest air can be obtained, always remembering that the locality admitting the east light into the class room is the one above all others to be preferred in this climate.

In regard to the requirements of the model country school—and when I say requirements I have in mind the fact that where expense enters so largely into the problem it is impossible to have everything as we might wish, still there are certain necessities that we cannot overlook, and many desirable features that should be incorporated in the school so far as our means will permit.

In planning the building the first consideration is the floor arrangement, which should be well studied so as to get the most convenience within the least possible space.

CLASS ROOMS:—

In studying the floor plan the class room necessarily receives our first attention. It should be made the size required to accommodate the number of pupils who are to occupy it, allowing not less than 15 square feet of floor space to each pupil.

Where the light is from the left side only, the room should not exceed 25 feet in width and not over 32 feet in length—too great length should be avoided. In France and Germany the maximum length of a school room is 30 feet. This is the distance to which the average voice will carry with ease, and the pupils in the back part of the room can more easily read the writing on the front blackboard.

TEACHER'S ROOM:—

In connection with every school building provision should be made for a small room for the use of the teacher. This, of course,

will incur a little additional expense, but it is money well expended, as this is a very essential part of the building.

CLOAK ROOMS:—

Rooms must be provided for the hanging of cloaks and hats. Making use of the halls and class rooms for this purpose is not only unsightly, but unsanitary.

This room should not be less than 5 feet wide and should have outside light and ventilation. Numbered coat and hat hooks should be provided, placed in alternate heights of 4 feet and 5 feet for the accommodation of the different sized pupils; also shelves for lunch baskets and rubbers. It has been demonstrated that this room, when placed in direct connection with the class room, is more convenient, and under closer supervision of the teacher and in this arrangement the ventilation in the winter months is more easily provided for.

A small heated and ventilated locker should also be provided in the cloak room for drying damp clothing if the heater adjoins the cloak room.

HALLS:—

The halls should be of ample size, so that there will be no crowding of pupils.

HEIGHT OF CEILINGS:—

All ceilings should be 12 feet 6 inches to 13 feet high.

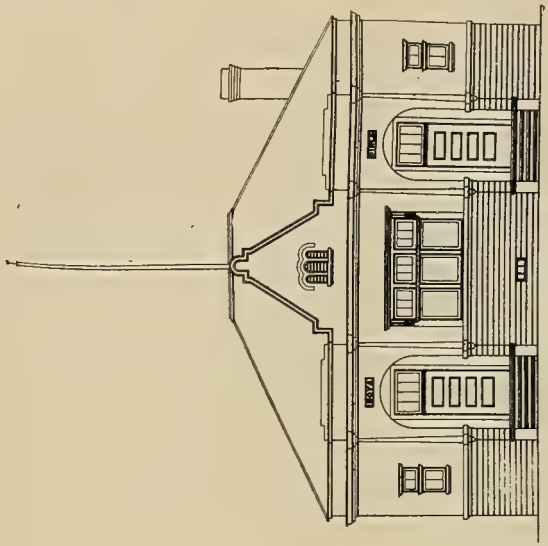
HEATING AND VENTILATION:—

The question of heating and ventilation is a very important one and should receive the closest attention from the school trustees.

When we consider that all the best authorities on school architecture state that not less than 30 cubic feet of fresh air per minute should be furnished each pupil in a class room, we realize more fully the conditions under which the children labor in all poorly ventilated schools. There are several dangerous elements in expired air, but the fact that children are often afflicted with contagious diseases is one of the most important reasons for providing good ventilation.

The elaborate heating and ventilating systems, such as are used today in the modern up-to-date city schools, where a blower is used in combination with air filters and automatic regulation of temperature, are very expensive and cost too much to install and operate in a small country school, where similar results can be obtained at a reasonable expense by the use of jacketed stoves or heaters in which fresh air is introduced through a conduit from the outside. In fact, the conduit should come from two sides of the building in order to get the best results. The conduit should be provided with

dampers that can be easily operated from the school room. The air should come up from under the heater and between the stove proper and the outside covering, entering the room from the top.



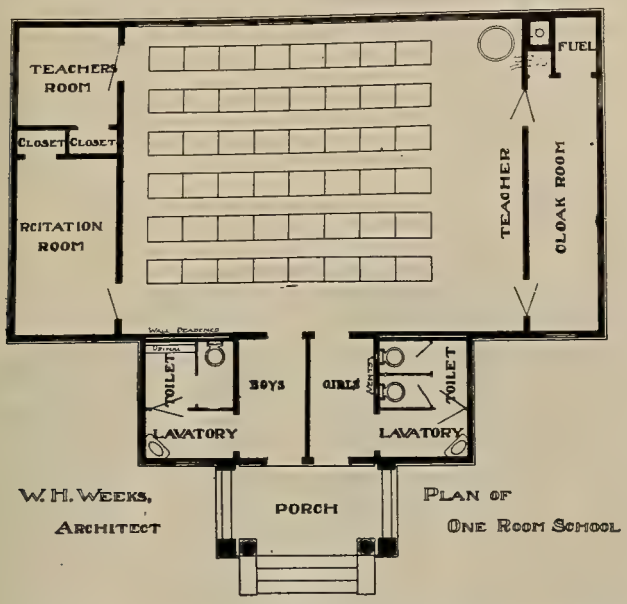
No. 1. Floor plan and elevation for a one-room model building.

The foul air is then taken out through a vent flue, through which the smoke pipe is carried. Since the cold air falls towards the floor, the outlet should be placed in the wall at the floor line, the pres-

sure of the fresh heated air thrown up into the room from the stove jacket will force out the foul air through the vent below. The vent flue, being heated by the small smoke pipe passing through, causes an upward draught that carries the foul air to the outside.

A number of heaters are made for this purpose and can be purchased at a reasonable cost.

If the district is too poor to secure such a heater, then the stove can be encased with a metal jacket, providing for doors and other



No. 2. Model floor plan showing every modern convenience.

necessary openings and fresh air inlet below. This jacket can be made easily and will be a great improvement over the naked stove which should never be used in the school room.

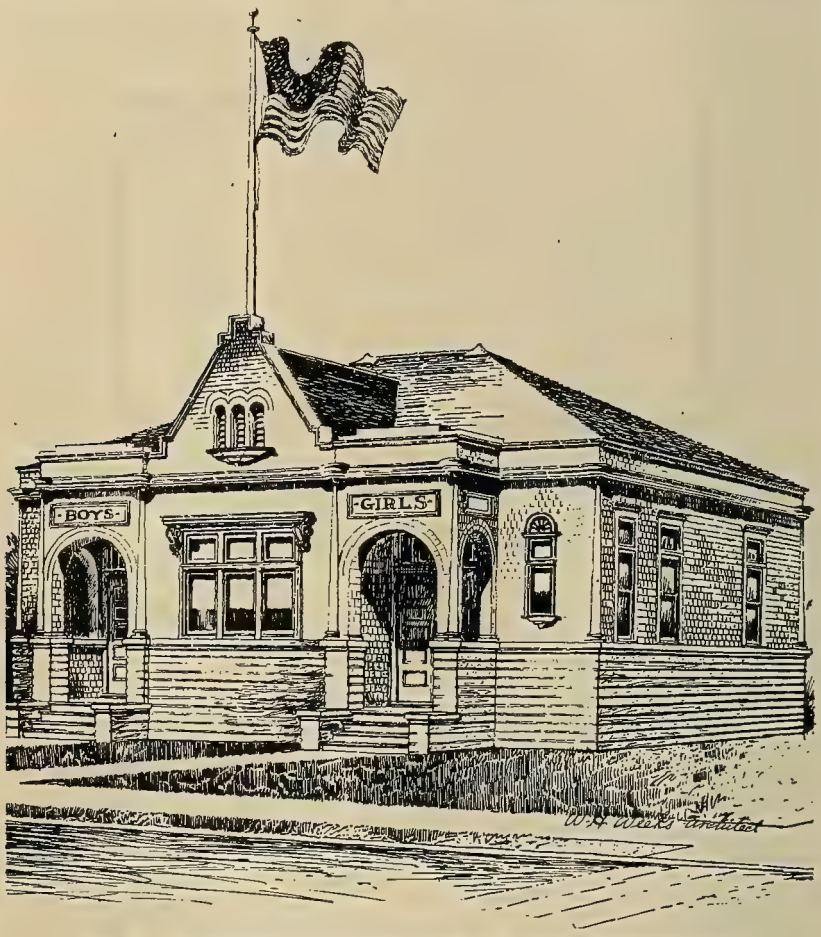
BLACKBOARDS:—

In regard to blackboards, there is a strong prejudice in favor of slate, on account of its durability; and when the very best quality of slate is secured there can be no question as to its merits; but the initial expense is much greater than that of Compo boards, which answer the purpose about as well and can be obtained in better lengths and is much more easily applied; this, together with the color—a pleasing shade of green—make it all that can be desired. Green "Hyloplate" and Nearslate are largely used in this State at the present time and seem to give good satisfaction. No

board should be accepted without being guaranteed by a responsible dealer or manufacturer.

"Hyloplate," Nearslate, and other similar boards should be glued to a one-half inch board backing in order to get the best results.

The Parshall green artificial slate has proved to be a very satisfactory slate board. It is really a slating, which is applied



No. 3. Perspective sketch of plan No. 1. To be built of wood.

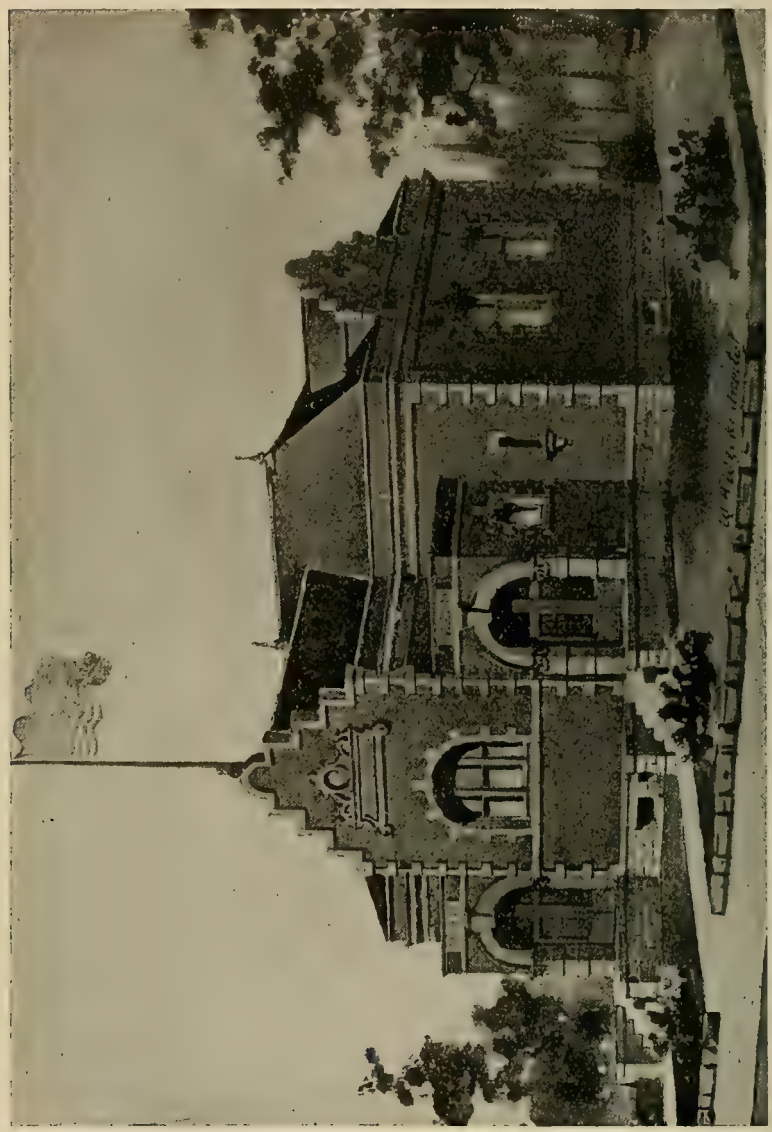
either directly to the plastered wall, to heavy Manilla paper, glued to the wall, or to wooden boards; much care must be taken, however, in preparing for this or any other artificial board of this class to see that the walls are properly seasoned and prepared before the preparation is applied, otherwise the board that ordinarily would prove good might prove unsatisfactory.

A still cheaper form of blackboard is manufactured by the use of hard plaster and paint, but it is too easily damaged to be seriously considered.

No. 4. A model building in the modern shingle style, to suit floor plan No. 2.

Blackboards should be 2 feet 6 inches from the floor and from 3 feet 6 inches to 4 feet wide, with an extension back of the teacher's desk of two extra feet.

Grooved chalk rails should be provided under blackboards. Over the top of chalk rail, or rather 1-2 inch from the top, there should be a galvanized wire mesh cover, so that chalk dust can settle

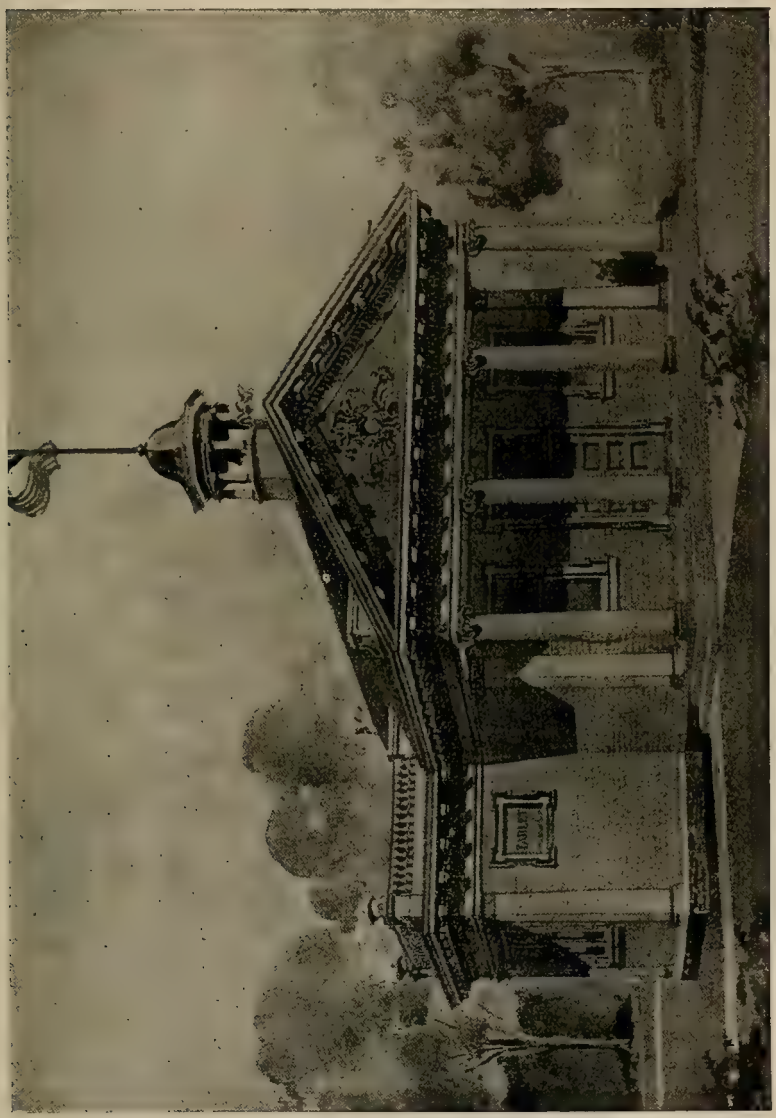


No. 5. A brick or brick veneer building in the Dutch style. Well suited to a small town or village.

through and save the chalk and erasers from being covered with dust. The cover should have wired edge and be made to open out for cleaning.

LIGHTING:—

The lighting of the class room is the most important problem in school building. Under no circumstances should a pupil be

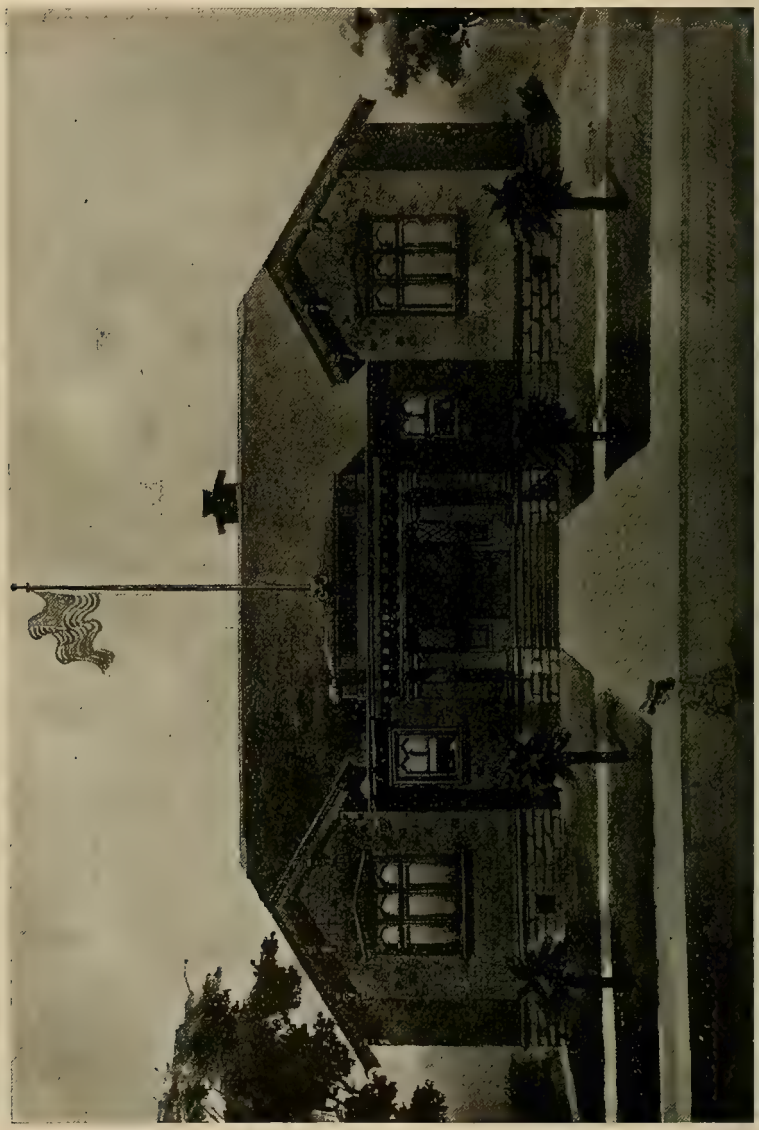


No. 6. A model building in the classical colonial. Suited to any locality.

forced to face the light, and in the best planned school rooms the teacher is equally favored. The only proper lighting is that introduced over the left shoulder of the pupil. High lights over the

blackboard in the rear are better omitted, but are frequently used for architectural effect.

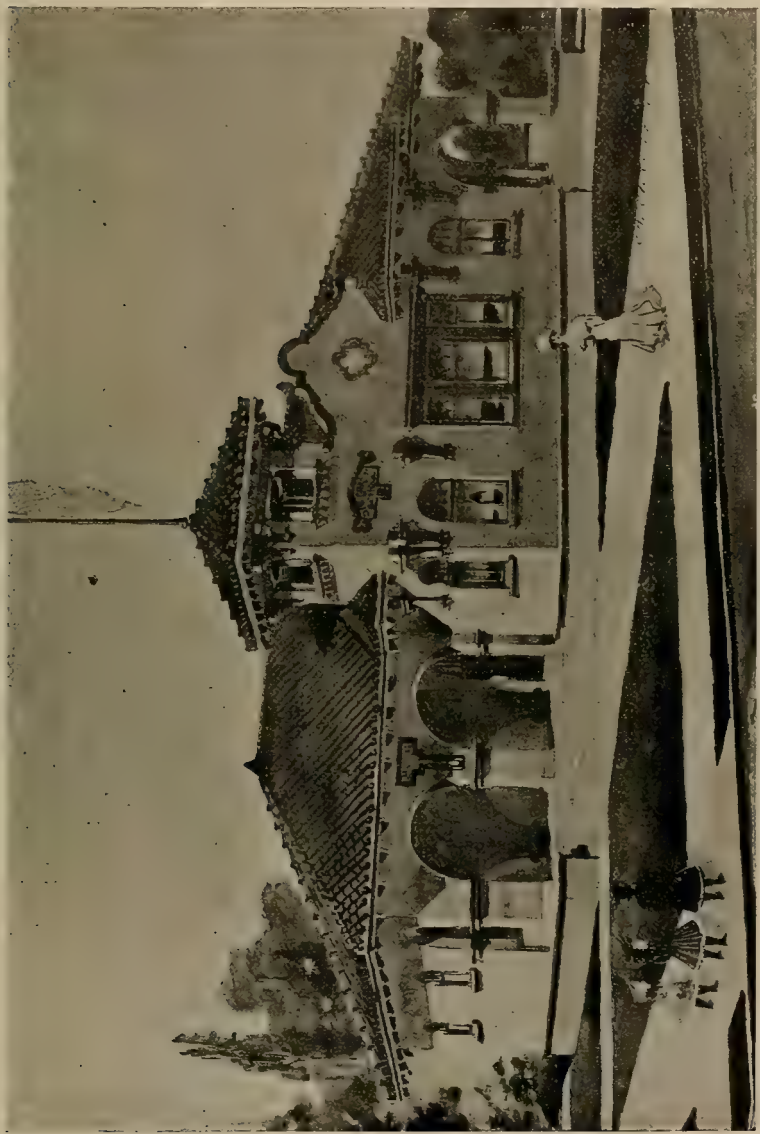
The glass surface should equal at least one-fifth the floor space



No. 7. A two-room model building in the modern English style.

and the windows should not be less than 3 feet 6 inches from the floor, coming up as close to the ceiling as the casing and finish will permit.

The best glass only should be used, divided where necessary to provide for the proper degree of safety from breakage. Sheet prism glass can now be obtained at a reasonble price and I would recom-



No. 8. Two-room model building, built of reinforced concrete, metal tile roof, in the old Mission style.

mend its use in the upper lights of the windows, or at least in the transoms, for by its use the light in the room can be made more uniform.

The shades should be of the best quality and be made double, placed at the center of the window so as to work up and down. The edges should be reinforced and run in grooved pieces so as to prevent glare of light entering between casing and shade.

PLUMBING:—

In regard to toilets and other conveniences in the plumbing line, there is no good reason why they should not be used in connection with the country schools. The principle trouble heretofore has been in the water supply and drainage; but the water supply can be easily taken care of by means of a pneumatic tank, placed in the ground near the building, and a force pump properly connected with the tank and the building. The size of the tank must be graded to suit requirements—say about 200 gallons to a class room—it will then be possible to have running water to all fixtures; sinks, toilets, and basins—all of which can be relied upon. The toilets for the use of scholars should be automatic.

The question of sewage disposal has of late years become a simple matter. Formerly is was necessary to resort to draining into ditches, cesspools, and streams; but now there is no occasion for these, for by the use of the Warring system of sewerage, which is considered the only scientific system in use today, all sewage can be readily disposed of. Double cisterns are built and connected under ground. The first cistern is divided into two compartments, the first the settling chamber which receives the sewage, the liquid portion flows in a sheet into the second compartment, this in turn flows into the large flush tank, where the water reaches a certain point and then is automatically syphoned off into a drain pipe leading to a point where porous terra-cotta pipes are run out in different directions. The sewage is distributed through the open joints of these branch pipes, which are not more than 14 feet below the surface of the ground. At this depth the sewage will be oxidized. This arrangement can be simplified so as to give satisfactory results at a very little cost.

INTERIOR FINISH:—

The wood work on the interior of a model country school should be as plain as possible, omitting all fancy moulds and quirks, as they are only dust catchers, and add to the expense.

The wood finished natural makes it more beautiful and desirable. The different rooms should be wainscoted to the specified height. The plastered walls and ceilings should have a good sand finish, as it is more sightly than hard finish, is freer from cracks where protected with wainscoting, and the tinting shows to much better advantage when placed on such a surface.

The color of tint for walls and ceilings should be selected to harmonize with the wood finish and blackboards; the exposure should also be taken into account when selecting the tint. Light olive green is a very good color for an eastern exposure, but if green blackboards are used, the painter will find a difficulty in getting the shades to harmonize, and rather than risk having the shades clash, it would be better to use some soft shade of brown or tan, with a light cream ceiling.

EXTERIOR DESIGN:—

After planning the interior of the building and providing the necessary hygienic demands, we take up the problem of the outside appearance.

A building erected for any purpose should indicate its essential use by its appearance, especially a building designed for educational purposes, which should not only indicate its use by its appearance, but set an example of good taste and dignity in the community. A school building so designed will cultivate in the young that perception of proportion and relation to utility and adornment that constitutes taste in architecture and will fulfill a large part of its mission.

In the small country school, as well as the schools of the large cities, the best examples of architecture should be seen. The building should not be elaborate in detail, nor yet severely plain, yet it must have beauty, grace, and dignity, be symmetrical in outline with well proportioned parts, and with as little ornament as the style employed will justify.

The quality of the material to be used in the erection of the building will depend largely on the locality. Wood has been used almost exclusively for buildings of this class, but there is no reason why brick, stone, or concrete should not be used in localities where these materials can be cheaply obtained. The cost is slightly more than wood, but the building is far more durable. All buildings other than wood should be damp-proofed.

In this brief outline I have omitted many minor details of construction, but I have prepared a specification for such buildings which will be made available to any who may desire a copy.

I have also prepared a number of sketches showing what can be done with one and two room school buildings suitable for the poor district and for the district that can afford something more pretentious.

W. H. Weeks,
Architect

Specifications for Model Country School Buildings

GENERAL SPECIFICATIONS

of materials and labor to be used and employed in the erection of a two-room school building for —— School District, in accordance with plans, details, and these specifications, made for the same by W. H. Weeks, Architect, San Francisco and Watsonville, Cal.

GENERAL CONDITIONS:—

The several drawings must be carefully followed and no deviations from the original drawings will be allowed except upon written order from the trustees.

The entire work will be executed with the best materials of their several kinds that can be procured, and the workmanship must be of the best and work done in the most approved manner, and, should at any time before the work is accepted, any improper materials or defective workmanship be discovered, the contractor shall, upon notice from the architect, trustees, or their agent, remove the same and make the work perfect, also make good any damage that may be caused by such removal, the contractor to stand all expense incurred thereby.

No part of the work to be done as piece work, or to be let to any sub-contractor without the consent of the trustees given in writing, and the trustees reserve the right to reject any sub-contractor that they may deem incompetent or untrustworthy.

The right is reserved by the trustees to discharge, or cause to be discharged, any careless or incompetent workman, whether employed by the contractor or any sub-contractor.

The trustees and their representatives are to have free access to all parts of the building during working hours, and every facility for inspecting the different parts of the building to be provided by the contractor.

The contractor must give his personal supervision to the work, and when absent must employ a competent foreman to represent him.

The contractor to be wholly responsible for all damages resulting from accidents in or about the premises, or caused by any of his materials being piled in or around the premises.

Where figured dimensions appear on plans and detail drawings they are to be taken in preference to all scale measurements.

The contractor must do all necessary cutting for the plumbers and other mechanics.

Contractor must lay out all work, examine and verify all measurements on the plans, and carry out the full intent and meaning of plans and specifications as a whole.

The contractor will derive no benefit from any apparent neglect or oversight on the plans and specifications, for anything that may be specified and not shown on plans, or vice versa, or neither shown on plans nor mentioned in specifications, but necessary to complete the work to the full intent and meaning of both plans and specifications, the same to be done as though shown and specified.

The right is reserved by the trustees to enter the building during working hours while it is under construction, and place and fit as they may desire, such heating and ventilating apparatus, also furniture and other fixtures not included in this contract, but that may be necessary to be placed in the building, and in no case shall such entrance or occupancy be construed to mean an acceptance of the building, nor shall any advantage be taken by the contractor of such action by the board, but the building will still be under the control and at the risk of the contractor until it is officially approved and accepted by the trustees.

The contractor must carefully preserve all drawings, sketches, details, and specifications entrusted to his care, and deliver them in good condition to the architect before the final acceptance of the work.

The right to reject any and all bids is reserved by the trustees.

EXCAVATION:—

Excavate as required by the site and drawings for all footings, piers, vaults, cesspools, drains, etc., to the depth shown on drawings or figures, or to such depth as may be deemed necessary to secure a good foundation; this must be done irrespective of depth shown on drawings or figures and without extra charge.

The excavated dirt to be graded around foundation and well tamped around walls.

CONCRETE FOUNDATION:—

Construct foundation walls and piers and porch foundations of concrete, composed of 1 part of Portland cement, 2 parts clean sharp sand, and 5 parts broken stone, any piece of which will go through a 3 inch ring (gravel can be substituted for rock and sand, using a mixture of 1 to 7. Concrete to be laid in layers not to exceed 12 inches in thickness, each layer to be well tamped as laid, tamped in such a way that when the frames are removed the exposed surface of walls will be smooth and even. The portion of concerete above the level of the ground to be neatly touch up with cement.

Keep all walls properly moistened and protected when same are setting.

In mixing the concrete the cement and sand will first be mixed dry, then add water to mix mortar to the proper consistency, then the stone will be wetted and added, and the whole worked into a uniform mass. The concrete must be tamped into place until it is solid, and must be deposited and rammed as fast as it is mixed. No cement will be used after it has shown signs of setting. All cement used will be the best Portland cement of either of the folowing brands: Golden Gate, or Standard, or cement of equal merit and that will stand any reasonable test.

All lime used must be fresh burned Rock Harbor lime or equal.

BRICK WORK:—

Chimneys to be built as shown on plans. Leave openings for registers and stove pipe holes where required.

Chimneys to be topped out with the best quality hard brick, laid in cement mortar above roof line.

All flues to have cut joints on the inside and to be properly cleaned down at completion.

The smoke pipe for heater to be made of No. 14 stack steel, properly supported and anchored in place.

All brick to be laid in the best manner, perfectly straight and true, and of the thickness marked on plans and sections.

Brick work to be well bedded, flushed up, and tied in every fifth course.

CARPENTER WORK.

CONDITIONS:—

All moulded or cut work to be made from the solid. All curved or circular work to be either sprung on or sawed from the solid, no sawing in or kerfing will be allowed.

TIMBER:—

The whole of the timber used throughout this building to be of the best quality.

No green or wet lumber will be allowed to be used.

All siding and finishing lumber, moulds, etc., must be thoroughly dry. All flooring and siding must be stacked out at the earliest possible moment and must be guaranteed free from shrinkage. All joist, studding, wall sheathing, rough floors, etc., to be mill sized.

All rough timber used on this building must be of the best quality Oregon pine or R. W., and all mill sized where plastered upon.

PLATES:—

All plates on concrete walls of foundation, also underpinning, to be of the dimensions marked on foundation plans. Joist to be 2x10 inches on spans not over 12 feet. On spans less than 16 feet use 2x12 inch. All joist to be 16 inches on centers.

Outside and inside studding to be 2x4.

Rafters 2x6, 32 inches on centers.

Ceiling joist to be 2x8 on 25 foot spans. 2x6 on 16 foot spans, unless otherwise marked on plans.

FRAMING:—

All timber must be prepared and framed in accordance with the plans, sections, and details.

All joist to be placed with the crowning edge upwards.

All joist and studding to be set 16 inches on centers.

Underpinning to be 2x6, placed 24 inches on centers, or as otherwise shown on plans.

BRIDGING:—

Use 1x4 bridging in all floor spans over 12 feet. Two rows in spans 18 feet long. All well secured with two 8 penny nails on each end. Brace all angles of walls in a thorough manner with 2x4 angle braces, well nailed on each end.

HEADERS AND TRIMMERS:—

All headers and trimmers to be neatly framed and spiked together.

All plates to be doubled.

Double studs around all openings. Truss overhead on openings in bearing partitions. All angles of partitions and walls must be made from the solid.

PORCH:—

The porch to be constructed as shown on plans and details, using 2x8 inch joist, 16 inch centers, well supported at ends and center on 4x4 sills, underpinned with 2x4, placed 2 feet on centers.

WALL COVERING:—

The whole of the exterior wall surface to be diagonally boarded with 1x8 inch No. 2 pine or R. W., surfaced and double nailed at all studs and plates.

OUTSIDE FINISH:—

The whole of the exterior finish, cornices, corner boards, porch trimmings, and all outside finish to be of the best quality dry R. W., worked out to the forms detailed.

ROOF:—

To be constructed as shown on plans and to be sheathed with 1x6 No. 2 sheathing, double nailed at all supports. Shingle roof with the best quality R. W. shingles laid not over 4 1-2 inches to the weather and double nailed with 3 penny coarse cut nails.

TOWERS:—

Towers to be constructed as shown on drawings. Deck to be graded to 1 1-2 inch lead outlets discharging on roof. Prep are deck for tinning.

Ceil up inside of exposed portion of tower with 1x4 V ceiling, taking care to keep ceiling 2 inches away from tin floor.

FLOORING:—

The flooring throughout to be the best quality vertical grained O. P. 1x4 T & G kiln dried and well milled, secret nailed at every joist with 8 penny cut nails and top nailed with 10 penny finish nails at all butts.

Clean off all overwood.

Finish floors must not be laid till the plastering is done and the building cleaned out. The floors must be kept free from all stains or other damage.

The porch floor to be laid with painted joints.

FLAG POLE:—

Flag pole to be made of 5x5 inch straight grained O. P., made round and tapering, and to be fitted with halyards and block complete, with woven cord ready to hoist flag. Pole to have a 5 inch zinc or copper ball supported on a 1-2 inch iron rod extending down into top of pole. Ball to be gilded with gold leaf.

OUTSIDE STEPS:—

To be 1 1-2 inches thick, of vertical grained O. P., kiln dried, double saw kerfed on the underside 3-4 inches deep and tilted 3-8 of an inch to throw water off and to be supported on 2x10 inch carriages placed 24 inches on centers.

Paint the under side of treads before they are put in place to prevent cupping.

SIDING:—

To be of the best quality 1x8 double beveled siding above water table and 1x8 inch V rustic below water table, all to be neatly fitted and double nailed at all supports.

Plug back of all windows and casings.

WINDOWS:—

All large class room windows to be double hung on noiseless 2 inch axle pullies and silver lake sash cord No. 8 and cast iron weights. Sash to be 1 1-2 inches thick. Frames to have vertical hanging style pockets, etc., all as per details.

DOORS:—

All doors throughout, with the exception of front door, to be 5 panel Colonial, 1 3-4 inches thick where 3 feet wide or over, and 1 1-2 inches thick where less than 3 feet wide. Doors to be hung on 4x4 loose pin plated butts and fastened with mortise locks of the value of $15 per dozen retail.

Front doors to be made as per details and to be hung on three 4 inch by 4 inch butts as above specified, and fastened with a mortise bronze-faced lock, with two keys. Lock to be of the value of $4 retail.

GLASS:—

All glass to be of the best quality 21 oz. in all windows, well bedded, backed, and puttied.

The transoms over windows in class rooms to be glazed with American sheet prism glass, warranted not to discolor.

Glass in class room doors to be 3-16 inch corrugated, securely put in with stops.

FINISH:—

The inside finish throughout to be of O. P. or yellow pine, kiln dried and selected, cleaned up for natural wood finish. Casings to be 1x5 moulded, well fitted and nailed in place.

ANGLE BEADS:—

Put Union metal angle beads on all plastered corners.

WAINSCOTING:—

All class rooms to the height of 2 feet 6 inches under blackboards—the toilets to the height of 4 feet—the halls to the height of 4 feet 6 inches—the cloak rooms to the height of 5 feet—to be wainscoted with 1x4 T & G & V & center Vd wainscoting, with neat cap and foot mould.

Provide a five inch necking in halls with astragal and 6 inch base, as detailed.

BLACKBOARDS:—

Use "Hyloplate" blackboards, or equal, around all class rooms, furnished by the contractor.

Blackboards to be 4 feet high and 6 feet high behind the teacher's desk when not in front of sliding doors.

Large panel in folding doors of class room to have blackboard planted on.

Blackboards to have 1-2 inch backing of dry sound lumber, laid with close joints and put on before plastering.

Provide a 2x3 inch grooved chalk rail at bottom of blackboards with scotia and retaining mould.

Provide galvanized wire cloth, 1-4 inch mesh with wire frame, to form covering over chalk trough as detailed and hinge in sections so it can be opened for cleaning.

At top of blackboards provide a 1x3 moulded rail well nailed in place, all as detailed.

STEP LADDERS:—

All trap doors to have proper step ladders 2 feet wide by the height required. Trap doors to be hung on good strap hinges and fastened with hooks and staples with curbing, etc., and made water tight.

PLUMBING AND TINNING.

TINNING:—

Valleys will be lined with 14 inch re-dipped tin, well locked, soldered, and nailed.

Tin all decks and exposed places liable to leak.

Flash alongside of all walls and tin the top of all projections to prevent leaking. Furnish all flashings required by the carpenter.

All tin to be well painted on the under side before being laid.

Flashings to be painted both sides.

BASINS:—

To be cast integral, white enameld iron, plate 535 P for square basins and plate P 532 for corner basins, complete as shown and described in cuts (Standard Mfg. Co.) with angle valves cold supply only. 1 1-2 inch trap and self closing bibbs. Two inch waste to drain, vented above roof.

WATER CLOSETS:—

To be placed where shown on plans. Those for teacher's use to be plate P 829 Standard or equal. Those for pupils to be automatic Plate P 903 Standard, complete with 4 inch waste to drain vented above roof. Provide valves to control water to each closet. All fixtures to be vented above roof with galvanized screw pipe. Vents to be the same caliber as traps. Flash around vents at roof line and leave perfectly water tight.

URINALS:—

If urinals are used, furnish and set in place in boys' toilet room, an automatic flushing rim urinal, supported on iron brackets with perforated galvanized flush pipes and automatic copper lined oak tank and flush pipe. Four inch waste to drain, all complete and in working order.

DRAINS:—

Where closets are used drains under building to be of cast iron of the size specified for each fixture. Main drains to be of 4 inch iron stone ware extending into the receivers as shown on plans and sections.

RECEIVERS:—

Double cisterns to be built and connected under ground as shown on detail. Each to be planked up tight. The first cistern to be divided in center, making two compartments, the sewage after flowing into first compartment overflows into the second compartment, this compartment has a connection for overflow into the second cistern, where it will be syphoned into main drains of porous terra-cotta extending out in 8 branches for a distance of 20 feet. Fall to be not more than 1-2 inch in 10 feet. Pipe to be kept 14 inches below grade line.

WATER SUPPLY:—

To be taken from well near building. Run a 1 1-4 inch galvanized iron pipe from pump to well with foot valve on lower end. From the pump connect the pressure tank where shown. From the pressure tank run 3-4 inch supply pipe to each fixture as indicated. Provide a lever stop cock in main supply where shown.

PRESSURE TANK:--

Place in the ground or under building where shown a 200 gallon galvanized wrought steel tank, taking care to make all connections to bottom of tank.

PUMP:—

Furnish and place at well a force pump and properly connect with well and pressure tank. Place swinging check valve in pipe between tank and pump.

PAINTING.

All material used throughout the building must be the best of their respective kinds and must be delivered on the building site in

the original package and mixed where they can be readily inspected by the trustees or their agent.

OUTSIDE WORK:—

Provide all materials and labor necessary for the full completion of the painting of the building.

All nail holes, open joints, or other imperfections to be well puttied up before the last coat of paint is applied.

The priming coat to consist of 1-2 white lead and 1-2 yellow ochre ground and mixed in oil. Only the best boiled linseed oil to be used.

All outside dressed wood work, including porch floors, porch ceilings, cresting, and all gable and wall shingles to receive three coats. The two last coats to be the best quality of pure pioneer white lead and boiled linseed oil.

All tin and other metal work on decks and roofs to receive two coats of Prince's "Metallic" paint.

ROOF:—

To receive two coats of Prince's "Metallic" paint, mixed with pure linseed oil.

All colors to be selected by the architect or owner.

Flag pole to receive three coats of paint.

All other wood work or metal work usually painted in a building of this class to be painted as specified for work above.

INTERIOR:—

The interior wood work throughout to be finished natural, to receive one coat of best grain alcohol shellac and two coats of Murphy's Interior wood finish, or Pratt and Lambert's No. 38 Preservative varnish, applied as it comes from the can, no thinning will be allowed. Sand paper between coats. The painter must see that all wood work is clean before filling, and putty up all nail holes, taking care to match the color of the wood. The painter must clean off all paint spots on all walls and glass at completion of his work and leave everything first class and complete. Stain all sash runs.

TINTING:—

The walls and ceilings throughout to be properly sized and to be tinted in a first-class workmanlike manner with two coats of "Calcimo," using shade No. ———— for walls of class room and shade No. ———— for ceilings.

Colors for other rooms to be as selected.

W. H. Weeks,
Architect.

County Board Organization

President.....P. M. Fisher, Oakland
Secretary.....A. A. Bailey, Martinez

Observatory Building,
December 26, 1905.

The County Board Section met in the Observatory Building at 2 P. M., with President Fisher in the chair.

Mr. Fisher gave, briefly, the history of the section and made some suggestions as to appropriate matters to be considered at this session.

Report of Committee on Certification of Teachers by County Boards.

Supt. J. F. Barbee of Ukiah read a report which embodied the sentiments of the committee, and the report was open for discussion.

Supt. Mark Keppel of Los Angeles argued that the change in the law ostensibly to raise the standard of certificate had failed to meet the object and had operated to exclude a very large number of capable and successful educators, thereby creating a scarcity of experienced teachers.

The report was further discussed by President Daily of the San Jose Normal School, President Black of the San Diego, Supts. Hugh Baldwin and D. H. White, Prof. Cubberley of Stanford, Prof. Gamble of Haywards, and others.

On motion of Supt. Keppel is was ordered that a committee of five, including Chairman Fisher, be appointed by the Chair to confer with the State Board of Education at the meeting to be held December 30, 1905.

Recess.

After recess the report of the Committee on the Relation of County Boards to High Schools and Union High Schools was made.

Chairman Brownell gave an interesting review of the situation as it now stands, suggesting what the duties of county boards must be in the future.

W. C. Wood carefully reviewed the relation of Union High Schools to the County Board. He urged that the board should have more authority in preparing the High School course of study, making the especial point that High Schools of this class are local and should be adapted to local needs.

Mr. Adolph Bacher read a paper on the relations of District High Schools, prefacing it with the statement that much of it covered the same ground as the preceding. His subject was vigorously handled and met with general approval. Supt. Keppel, Dr. Gamble, and others discussed the report.

On motion, the Chair appointed a Committee on Resolutions, consisting of Supt. Bailey, Miss Kate Ames, J. J. Zielian, Supt. J. H. Garner, and Supt. Lillie Laugenour, to report Thursday, December 28th.

It was also ordered that a committee on a constitution for this section be appointed to report at the same time. J. F. Barbee, E. E. Brownell, W. C. Wood, and Miss Pendergast were appointed.

Thereupon the section took a recess until Thursday, December 28th.

Thursday, December 28, 1905.

The County Board Section met in the Observatory Building, President Fisher in the chair.

A short address by the President was followed by the report of the Committee on the Composition of County Boards, Supt. J. B. Davidson of San Rafael, Chairman.

San Rafael, December 23, 1905.

Mr. P. M. Fisher,

Chairman of County Board Section C. T. A.:—

Dear Sir: Permit me to amend the report I submitted last year on the personnel of members of the Board of Education by adding to it a summary of reports received from nineteen additional number of Boards of Education.

Of the nineteen, seventeen give their professions as teachers, one a business man and one a hotel keeper.

They have served an average of seven and one-half years on county boards, and were engaged in school work an average of fourteen years before their appointment as members of a Board of Education.

Eight were principals of grammar schools; five teachers in grammar schools; one a teacher in a private school; three city superintendents; four county superintendents; one held no appointment in a school at the time of their appointments.

Three are principals of schools; one a teachers in a grammar school; two teachers in high schools; one principal in a private school; three city superintendents; four county superintendents;

two hold no school positions and give no other occupations; one editor; one hotel keeper; and one business man.

Four received professional training in universities, three in State Normal Schools; two in a Normal School outside of the State; two in private Normal Schools; and nine reported no special training.

Eight hold grammar school certificates and eleven high school.

Twelve received their certificates on examinations and seven on credentials.

This supplement does not detract from the creditable standing in the profession of members of county boards, pointed out in last year's report. It shows that those appointed to places on the board are above the average of the profession in training, preparation, and successful experience.

Respectfully submitted,

JAS. B. DAVIDSON,

Chairman Com. on Co. B. of Ed.

This was followed by the report of the Committee on Promotions and Graduations of Pupils in the Grammar Grades.

The report was presented by Chairman W. A. Kirkwood, of Concord, and signed by a majority of the committee.

Report of the Committee of Promotions and Graduations of Pupils in the Grammar Grades.

Your committee, appointed to report on Promotions and Graduations of Pupils in the Grammar Grade, beg leave to report as follows:

In regard to graduation of pupils from the grammar grades, your committee is of the opinion that the present law is amply sufficient. The County Board of Education having full power to prescribe rules and regulations for the graduation of pupils from the grammar schools, and in every county manual issued by the County Boards of Education, some provision is made for the graduation of pupils from the grammar schools after satisfactorily completing the prescribed course of study.

Your committee, therefore, advise no legislative recommendation on this subject.

In regard to the promotions of pupils, your committee finds an entirely different condition of affairs. The present school law provides for an elaborate course of study making instruction in many subjects obligatory, and provides a Board of Education of five members in each county of this State to arrange a course of study suitable to its community. This course of study is then passed on

to each teacher in the county to be carried out as prescribed by the Board of Education. The school law provides that the County Superintendent shall enforce the course of study, but is silent in regard to the subject of promotions. Nowhere in the present school law is anything said about the promotions of pupils in the grammar grades. It is conceded by everyone that in the primary grades the grade teachers are the best judges as to the qualifications for promotion, and in the judgment of your committee, they should be the sole judges of the qualifications of the pupils in the primary grades for promotion, and in the absence of any law on the subject, are the only judges.

In the Grammar Grades a larger number of subjects are introduced, the methods of instruction are different, the responsibilities of the pupils are increased and the teacher's ability to know the extent of each child's knowledge is very much diminished. While in the primary grades, the main idea is to drill and drill on the few subjects required, in the grammar grades the drill is exchanged for explanations combined with review drills on important points. A very large part of the work being left the pupil's own ability to remember what has been explained. Has he remembered? Have these subjects been called to his mind often enough to produce a lasting impression? Does the grammar grade teacher know this? In the judgment of your committee we think some tests ought to be applied in these grades before the pupils are allowed to proceed. It is well known that at the end of each session, be it term or year, when promotions are about to be made, every pupil, with but few exceptions, whether he has attended regular or irregularly, expects to be promoted. What this test shall be should be left to each County Board of Education to prescribe and apply. If better supervision be the test, let the Board of Education supervise these promotions. If written examinations be the test, let them be given under the direction of the Board of Education.

Your committee, after carefully considering all these matters, are of the opinion that there should be incorporated in the school law for the State of California a section giving County Boards of Education the power to control promotions in grammar grades of the public schools.

W. A. Kirkwood,
Chairman.
Duncan Stirling,
J. J. Zielan.

An exciting discussion followed, participated in by members of the committee. Miss A. M. Cole of the minority vigorously opposing the adoption of the report. Many others spoke pro and

con, and after a heated discussion the report was adopted on roll call, twenty-five for, to six against.

Report of Committee on Rural Supervision:—

Supt. Mark Keppel moved at the session held in San Jose December, 1904, that this matter be taken up at the session of 1905. Learning that the Council of Education would also consider this subject, President Fisher appointed a committee to review the report submitted to the council. Supt. Keppel was appointed chairman and he submitted a report understood to have been prepared by Prof. Cubberley, the principal report submitted to the council with his approval.

Prof. Cubberley explained the substance of the report, reading the important paragraphs.

The report was discussed by Keppel, Davidson, Slaven, Bailey, Willms, and Miss Ames of the committee and by other members of the section. No action was taken on the report.

The Committee on Constitution for this section made a unanimous report, which was adopted without opposition.

CONSTITUTION OF THE COUNTY BOARD ASSOCIATION OF THE STATE OF CALIFORNIA

PREAMBLE

For the purpose of perfecting County Board work and promoting the welfare of the teaching interests at large in the State of California, we, the members of this Asssociation, do hereby adopt the following

CONSTITUTION

Sec. 1. Name.

This organization shall be known as the County Board Association of the State of California.

Sec. 2. Membership.

All persons who are now, or may hereafter become members of County Boards in the State of California, are eligible to membership in the Association, and may become members by signing the Constitution, provided further that any member whose term on the County Board may expire shall continue as an honorary member of the Association, by paying an annual fee of fifty cents.

Sec. 3. Officers.

1. The officers of the Association shall be President, Vice-President, and Secretary and Treasurer. These officers shall constitute an executive committee.

2. All officers shall serve for a term of one year.

3. Election of officers shall be held at the annual meetings of the Association.

SEC. 4. DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE.

1. The duty of the President shall be to preside over the meetings of the Association.

2. The Vice-President shall preside in the absence of the President.

3. The Secretary and Treasurer shall keep the minutes, take care of the funds, and attend to all the correspondence of the Association.

4. The Executive Committee shall audit the bills and attend to any business transactions of the Association.

SEC. 5. MEETINGS.

The annual meetings of the Association shall be held at the same time and place of the State Teachers' Association; and special meetings at the call of the President and Secretary.

SEC. 6. CLAIMS.

Claims against the Association shall be paid by the Treasurer upon the order of the President, countersigned by the Secretary.

SEC. 7. AMENDMENTS.

This constitution may be amended or altered by a two-thirds' vote of the members present, provided one day's notice of amendment or amendments be given in open session of the Association.

Respectfully submitted,

Committee.

The Committee on Resolutions reported the following, signed by a majority of the committee:

RESOLUTIONS.

1. In view of the fact that primary and grammar schools in this State are designed to furnish to our pupils a training that will fit them for good citizenship, such schools should not be used nor courses of study for them prepared, primarily, to furnish material for the High School; and due to the fact that the great majority of the graduates of our High Schools do not enter the universities,

High School courses of study should not be framed, primarily, to fit pupils for the universities.

2. We declare ourselves in favor of the supervision of the promotion of pupils by County Boards in schools under courses of study prepared by County Boards.

In exercising such authority boards should give full credit for every day class room work, and in the lower grades base promotions upon the teachers' recommendation and the Superintendent's approval.

3. We desire a readjustment of the laws and rules governing the certification of teachers to the end that capable and deserving teachers shall not be denied the right to serve, while the demand fur such services is so great that many schools in the State have been unable to legally authorize teachers to conduct them.

4. We favor the enlargement of school grounds as places for proper exercise, and for greater opportunities of teaching the elements of agriculture.

(Signed)

A. A. Bailey,
J. J. Zielian,
John H. Garner.

Supt. A. A. Bailey offered the following:

Resolved, That a general and concerted movement should be made, tending to permanency in position for the teacher and a regular yearly salary, payable in ....., to be paid at twelve regular intervals.

On motion the resolution was unanimously adopted.

The President declared election of officers for the ensuing year.

The following named were duly nominated and elected by unanimous vote:

P. M. Fisher, President.

J. F. Barbee, Vice-President.

A. A. Bailey, Secretary and Treasurer.

Membership dues to the amount of $8.50 were paid and the section adjourned *sine die.*

P. M. Fisher,
President.

A. A. Bailey,
Secretary.

Certification of Teachers by County Boards and Reciprocity Among County Boards

Mr. Chairman, Ladies and Gentlemen:—

The County Board Section of the State Teachers' Association has been created for a purpose—and it must prove its right to exist by taking up the important quesions as they arise in this convention, discussing them earnestly, considering them thoughtfully, and finally expressing an opinion in no uncertain way.

No section of this great organization is in closer touch with the masses than we; we are working not only with the masses in our cities and towns, but our influence is felt in the remotest rural school in the State. You have probably heard the question of the necessity of the existence of County Boards raised. It seems that there are those that believe that the County Board as an organization has served its purpose, and they contend that it is no longer a necessity. Let me ask you if you can think of a substitute that will do one-half as well. What body can they suggest that will do the work that the County Boards of this State are doing? I can think of none and it seems to me that those that have advocated such a course are not in earnest and that we should not take them too seriously when they speak of abolishing County Boards. At the same time, I suggest that we talk the matter over with our Senators and Assemblymen in order that it does not go too far.

Our County Boards are not perfect by any means. Some are strong—some are weak; some lead, others follow. While the members do not *always* represent the most advanced and best teachers, as a *rule* they do, and they certainly represent the people who are responsible for their appointment.

Instead of belittling their efforts, let us rather *thank* them for the good work they have done and are doing, and let us bring about the best possible legislation in order that they may be more useful.

I think their powers should be enlarged so that the members might assist in supervising the schools, acting with and under the direction of the County School Superintendent in carrying out the course of study they have assisted him to make. This would make them much more useful than they are at present—rural school supervision would be improved and the schools much benefited.

Next in importance to our courses of study and rules for the government of schools is that of the certification of teachers.

My belief is that regardless of what the future may bring forth, the present demands that County Boards certificate teachers, and that there should be more latitude in this direction—rather than less.

After being asked by the Chairman of this section to prepare a paper on The Certification of Teachers by County Boards and Reciprocity Among County Boards, I sent out a circular letter to each County School Superintendent in the State. Question *one* was as follows: "Do you still find it necessary to hold examinations for teachers?"

Forty-seven replies were received and only six "noes" were recorded.

Question six: "Did you find it difficult to secure a sufficient number of teachers to open your schools this term?" Thirty Superintendents found it *very difficult* to do so and one hundred forty-five school districts reported that they were unable to begin at the usual time on account of not being able to secure teachers.

If there exists in the mind of any present the idea that our normal schools and universities are able at the present time to furnish all the teachers we need, it would seem that this report from our superintendents and teachers should convince them that such is not the case. I have today over 50 vacant schools in my county, and when I received a letter from President Dailey of San Jose, recently, that he was about to graduate a class of 26, and that among them were some strong teachers, I wrote to him to send me the entire class—I could use them all.

All *must* admit, then, that it is necessary for County Boards to certificate teachers, that there can be no question about it. What certificates, then, shall they be empowered to grant?

I am opposed to the issuing of the primary certificate. In this age of high schools, no person is prepared to teach unless she has more knowledge than the average high school graduate—besides a knowledge of the best methods of teaching.

Another question in my circular letter was: "Have you any suggestions to make on the power of County Boards in granting certificates?" "If so, state them briefly." Thirty-seven Superintendents expressed themselves in favor of the present law—while *ten* desire that the boards have *more power* in granting certificates that the present law gives them. Some of the 10 advocated semi-annual examinations and the granting of High School certificates.

I believe that the average County Board is not competent to examine applicants for High School certificates. I think the board of which I am a member will average well among the boards of the State, and we feel that we prefer to grant High Schol certificates upon credentials, rather than upon examination. We believe, however, that there are institutions of learning in the United States—*many* of them, whose graduates should be entitled to receive High School certificates when they apply for them.

We feel that our State Board should examine these schools as soon as it can be done conveniently and place them upon the ac-

credited list in order that we have a greater number of candidates to choose from in the selection of teachers for our High Schools. At the same time the board should be careful and demand as high a grade of scholarship of the Eastern colleges as we do of our own.

In the Grammar School certificate, the number of subjects is sufficient, but I am of the opinion that a uniform number of credits, to be given in each subject, should become a law, instead of a suggestion, as at present; also the percentage upon which the certificate is issued should be uniform.

The greater number of the counties of this State require a percentage of 85 to be attained, though there are several that require only 80 per cent. The standard, I think, should be 85 in every county.

While all the counties require the same subjects for examination, there is a lack of uniformity, not only in the number of credits allowed in each subject and the percentage to be attained, but also in the subjects themselves. For example—one county requires a certain amount of work to be covered in Algebra, Physics, English, etc.—another county requires much more or much less.

Another lack of uniformity is in the examination questions. Some boards give questions that are broad, others are more technical, and an applicant that is well prepared may go down and out, while *another* that is not so well grounded in the subject may succeed because she has crammed for the occasion. I have given briefly some of the things that has retarded reciprocity among County Boards.

There *was* a time when County Boards in the greater number of the counties of this State had erected around them a Chinese wall, and a teacher from another county, if one chanced to secure a position, was looked upon as an invader and often treated accordingly. Happily that time has passed, and we are now looking for *real* teachers, let them come from where they will.

In order to bring about complete reciprocity among our County Boards, it seems to me that a scheme could be best worked out by a committee, and I would suggest that the Chairman of this section appoint a committee of five—and that he be one of the members—to work out such a scheme and report at the next meeting of the State Teachers' Association.

Such a committee would be able to eliminate all the barriers that now prevent some of our counties from recognizing the certificates issued by others and a certificate issued in one county would be recognized in any part of the State.

J. F. Barbee,
Supt. of Mendocino County.

Elementary School Association

President.....M. E. Blanchard, San Francisco
Vice-President.....Miss Elizabeth M. Sherman, Oakland
Secretary-Treasurer.....Miss Lois A. Peckham, San Francisco

Grammar Applied to Language Training in the Primary Grades

To many this may seem too formidable a subject to introduce into the course of study for the first year grade; yet when systematically taught, it becomes the key that unlocks the power by which the undeveloped mind can express itself understandingly.

Lord Chesterfield, writing to his son, says: "The first thing you should attend to is to speak whatever language you do speak in its greatest purity, and according to the rules of grammar; for we must never offend against grammar, nor make use of words that are not really words."

The quickest and most natural method of acquiring correct expression is to live in an atmosphere of it; therefore, if the child is expected to gain that power, he must be taught to master the general rules which will help him to overcome the influence produced by hearing faulty language.

All children are susceptible to their surroundings. Even that child whose English has been carefully watched at home soon falls into the habit of using incorrect expressions from his association with classmates of less careful training.

To overcome this natural condition, as well as to help the less fortunate child, grammar is taught in the first year grade.

When a child is shown a new word, great care is taken that he sees it only in its correct form; so it should be with a thought. He must be helped to express that thought, either orally or in writing, in as correct English as possible. When unable to do this, he must be taught, not only to recognize his error, but correct it.

Six years of actual practice in the public schools of Stockton has proven that a systematic drill along these lines will eradicate the local and general shortcomings in expression of the average child.

The child is at no time more keenly alert to his surroundings than on the first day of school. What did he see? He "seen" much that would make a deep impression. Right then is the time to attack that "seening" habit. Every ingenious teacher has her own method for presenting the subject. The principal object is to awaken such an interest in the child as to lead him to a desire for correcting his language.

One device that has proven successful in our schools, is to begin the conjugation of the verb *see* as soon as the child is able to recognize a few words. The forms: I saw, you saw, he saw, she saw, and they saw, are placed upon the blackboard; the pupils are required to supply a noun as the object; first orally, until the ear has become perfectly familiar with the sound, then in writing. The teacher places a list of familiar nouns in a column upon the board from which they may select the noun required.

Another glaring error is the "they was," which you hear from the lips of the the majority of children—carelessly spoken by many. The child from the street or ignorant home has perhaps never heard the words "they were," they are perfectly foreign to his vocabulary. He can not be expected to accept them, making them part of his own language after a few weeks or even a few months of patient work along this line. The drill must be carried through all the primary grades.

Too much can not be said to emphasize the fact that these recitations are not lessons in technical grammar. They are natural explanations of errors. A simple correction of a faulty expression is rarely satisfactory when confined to suggestions in the school room—other means of presenting it to the children must be employed.

Experience in the Stockton schools has shown that a watchfulness of the language used by the children while at play will suggest the line of work to follow: Notes may be taken of errors whenever they are heard; if not convenient to correct them at that time make use of them at the regular period of drill. This has formed the basis of our work in formal language. Great care must be exercised in handling this work judiciously and wisely. Avoid constant correction, for that would mean restrain to the child.

* * * * * * *

The homonyms which prove the greatest stumbling block to the young child in his written work are the words, "t-o," "t-w-o," and "t-o-o." "To" will gradually fall into its proper place, but the child must be helped in the choice of the other two forms. The following exercise has been used successfully in some of our grades: Place upon the blackboard a list of names of a number of common nouns in their plural form, preceded by the numeral adjective "two." Have the class copy them very many times. In the same manner write sentences using *too many, too much, too tall, too slow, too heavy, etc.* After such a drill the mind immediately pictures the correct grouping of the words, as soon as the ear recognizes the sound.

The correct use of the personal pronoun in the objective case after a preposition is not too difficult for a child in the third year grade. He gains this power only by drill, drill, drill—hearing the

form again and again. A method which some teachers follow is to form sentences using the objective form of the pronouns after the following list of prepositions: to, for, by, on, toward, from, across, etc. When the child knows that *"for me"* is correct he can be lead to understand that for *Fred* and *me* is also correct.

It will then be necessary to help him to use the nominative form as a compound subject. He rarely makes a mistake in the use of the simple subject, then just introduce another word forming a compound subject: thus, if *"he* rowed a boat," he will accept the expression, *"he* and *I* rowed a boat."

When the child recognizes what these exercises mean; how he is gradually overcoming error; the feeling of victory—although not analyzed as such—fills him with pride. He takes a keen pleasure in handling these knotty expressions.

Do not think for a moment that these beautiful pictures of correct English are gained by a mere suggestion, quite the contrary. But the primary teachers of the Stockton schools have proven that the natural tendency to carelessness of speech can be overcome, by patience, ingenuity and enthusiasm.

B. Dena Lottman,
Stockton.

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Methods in California History in the Elementary Schools

(Extract.)

A great jurist, when asked how it was that he could remember the law and decide so many diverse cases with such apparent ease, replied that he didn't remember the law, but some of its principles, which he applied. I have often thought of that as I have listened to educators talk on methods. They are but the application of the fundamental principles of psychology to the teachers' art.

In his book, "The Method of the Recitation," Dr. McMurry reduces methods to what he calls "The Method," and I wish to recommend very strongly that book to teachers. Many of you are doubtless familiar with it, as it is rather an old book, having been published in 1903.

In this book the author makes the recitation consist of five distinct steps.

1. The preparation of the mind for the new matter.
2. The presentation.
3. A comparison of the new with the old.
4. The generalization.
5. The application of the general truth.

The last three, he says, are not necessarily prominent in the teaching of history. I shall therefore confine myself largely to the

first two—the preparation of the mind of the pupil for the work to be presented and its presentation.

All through his work Dr. McMurray emphasizes the necessity of a concrete, definite, aim, briefly and attractively stated in terms of the pupils' experiences. The ability to thus state your own or another's experiences in terms of your pupils' experiences, Prof. Van Liew spoke of Wednesday as a necessary element in a successful teacher's personality.

Dr. Suzzallo says, in substance, that personality is method that has become habit. I wish to say that unless method is reduced to habit so that it may be used more or less unconsciously there is as much danger of its getting between the teacher and the pupil and shutting out the thing attempted to be taught as there is danger of the text-books doing it in the hands of an unskilled teacher.

No amount of method can cover the lack of a definite aim on the part of the teacher. The teacher must know the thing he wishes to present and what he means to accomplish by its presentation. If he have them definitely in mind, the method will largely take care of itself.

If a speaker is filled with the importance of his subject and feels that he has something to say that he must say, he will say it and we will listen, for he has a personality of strength and sympathy that compells our attention. Moreover when he has finished, whether we agree with him or not, we will know what he has said.

In my teaching of history I begin the recitation by a statement of the subject that we are about to consider and then proceed to ask questions on ground previously covered or within the experiences of the child that will recall to his mind the experiences or knowledge into which the new knowledge must be fitted. I grade pupils upon these answers the same as any others, as they show the growth of the pupil as much, if not more, than those on the history proper. You may object that they are not history. It does not matter if they are not, they show the pupil's ability to understand history and to do work, and it is on that that pupils should be passed to higher grades.

FRANK L. HUFF.

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History in the Grammar Grades

(EXTRACT.)

The study of history is eminently the study of human nature. Rightly pursued, it ought to aid in preparing a child for a more intelligent adjustment to our complex modern life. It should furnish not only useful information, but also useful training. It is the later which appeals to me because it is a training which can be

continuously applied in school or out. If, therefore, I magnify the aims to be kept in view and minimize the actual method of procedure, it will be because I believe that habits of work are more essential than mere information acquired, especially those habits for which we have a permanent use. Definite aims give direction, and if these aims lead in the right direction, and be supplemented by good teaching sense, then history ought to become one of the most valuable as well as interesting subjects in the elementary curriculum. To store away facts indiscriminately in the memory as a bee does honey so that a County Board may rob the hive once a year is not a very high grade of work. Both aim and method are bad. And if the aim be a sort of indefinite one that somehow we will promote the feeling of patriotism and develop a sort of civic pride, then our work is apt to be aimless as well as misdirected. An excellent summary of the benefits to be derived from the study of history is one by Prof. Moses Coit Tyler of Cornell University. Some of these benefits which he says ought to flow from the study of history have long appealed to me as worthy of being placed as ideals in the teaching of history. Briefly summed up they are:

1. A *desire to know* and the *power to judge* what is *true* in history.
2. The ability to search out causes and note their effects.
3. Power to draw conclusions carefully so as to apply them to present and future use.
4. Fair-mindedness.
5. Broad-mindedness.

Perhaps the hardest thing to get at in history, as in everything else, is the truth. Among the mass of pure tradition, half truth, partisanship and historical romance even the profoundest student is perplexed. It is hard to cultivate the truth-loving and truth-seeking habit, because it requires time, patience, and work. One of our first duties, it seems to me, is to impress upon our pupils the fact that text-books are the creations of men and that men are human, even McMaster. Children, like adults, place great reliance on eye-witnesses and by appealing to this inherent human trait, we may be able to cultivate the use of the many historical sources now at our command. The principal stumbling block to the cultivation of this faculty is the necessity for covering so much ground and therefore covering it so rapidly. This haste interferes with all our teaching in history and promotes a slavish dependence upon the text-book.

* * * * * * * *

There is ample opportunity to test our fair-mindedness in handling such questions as the Spanish-American War, the Philip-

pine War, and our present Philippine policy, especially as it relates to the Tariff and Navigation Laws for those islands. Our acquisition of the Panama Canal Zone may even test our veracity. Chinese and Japanese Exclusion Laws, the Railroad Rate Question, Trade Unionism vs. the Open Shop, Municipal and National Ownership and Socialism are all questions of vital interest which demand impartial treatment.

The study of history ought to leave a pupil broader minded. It ought to teach him to see the evolution of events, to appreciate and acknowledge his priceless inheritance from all ages and all climes. There are many avenues for bringing other nations into touch with our own. Let us learn to acknowledge the debts we owe them, the good that is in them, their superiority in any respect when we find it. To do this we must touch somewhat on the history of other nations.

During the past two years we have been considerably broadened. That pleasant little conceit—the destiny of the Anglo-Saxon race to rule the word—has somehow faded into the background.

Five years ago a lot of eager Aryans were knocking at the door of the Orient with the butts of their revolvers, and demanding the open door. Today, well, today, we have the railroad rate question to settle, and the municipal ownership movement is rapidly attracting our attention. "Asiatic Spheres of Influence" are almost forgotten. Instead of the vast and attractive commercial field awaiting the conquering hero, there is a great yellow cloud rising across this Western sea. Since the new world power has arisen in the Orient, we have even greater need for the profoundest wisdom, the deepest and purest patriotism, and the greatest strength of character that the race can evolve.

Being impressed with the wonderful possibilities and also the grave responsibilities in teaching history, how necessary it becomes that we accord it the most serious consideration.

Unsparing elimination of useless details, and concentration upon the larger and more important movements, is an imperative duty on the part of Boards of Education. Thorough preparation, careful outlining of the terms and the daily work, a ready knowledge of sources, references, and sidelights, and, above all, a growing, fearless, unselfish spirit are prime essentials due from the teacher. The best teacher is naturally the one who is thoroughly alive to the subject and who also has the power to apply the pedagogical brakes.

CHRIS RUNOKEL.

Handicrafts in Public Schools

Hellas' wisest man set up a booth as a trader in wisdom, and offered as his wares what he considered the richest gift of man. A mighty king came to buy. The wise man warned the king that he would consider himself cheated after he had obtained possession of his treasure. The gift of so great a price was the thought, "In everything you do consider the end."

If this consideration be the motive of the State in the introduction of manual training, and handicraft, into its public schools, well and good, but if the public schools are to be the beginning and the end of such training as far as the State is concerned, then we are adding to the teacher's multiplicity of duties without adequate prospects of return for the things involved.

There is as great a need for employment in the country as in the city schools because of the long vacations arising from the shorter school terms. From this belief has arisen in the larger cities various form of employment for the child during leisure hours. There are Saturday Out Door Clubs, Bird Observation Clubs, Field Clubs, and Vacation Schools, combined with vacation play grounds. One of the last has been maintained in the city of Pittsburg for six years.

There is a story hour when a trained teacher tells nature and other stories of educational value. There are ladders, turning poles, rings, bars, swings, sand courts, and a trained teacher to lead the games.

The girls are taught sewing, basketry, music, cooking, and manual training. Much time is given to nature study to learn of wild flowers and plant life never seen. One ground has a running track, base ball, foot ball, swimming tanks, with a trained instructor free to all. It is said some of the best behaved children are those who loafed on the streets and were nuisances generally. This goes to prove that much idleness and meanness is the result of idle hands and brain. Many a little terror of the town and city streets is robbed of everything at home that makes childhood bright and attractive and in wrong doing is only expressing himself, even as you or I, in the terms of his daily life and environment, and is innocent of wrong doing. What he most needs is timely help and guidance. This the vacation manual training school would offer along the lines of pleasing and natural development and give relief to the already burden weary public school and teachers.

I give to you the words of Dr. Hillis to the teachers of the latest National Educational Association, "Put your thoughts into wood, it rots; your intelligence into iron, it rusts; put it into childhood and youth, and it abides."

"Let the children of our glorious country be more precious and holy to us than the present, which holds for us matured things."

"In the world of childhood, all posterity stands before us upon which we may only gaze, but not enter. Carefully then let us place the chart of life in the hands of these little Pilgrims, whose feet have such a long, long way to go," and show to them the trail to the Highlands of Usefulness blazed by our wisdom and influence. "For they that be wise shall shine as the brightness of the firmament and they that turn children to right living, and to manhood and womanhood of good quality, as the stars of the firmament for ever."

MISS CARRE GANTNER,
Ukiah, Cal.

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Word Study in the Public School

The Use of the Dictionary

(EXTRACT.)

In this paper I use the topic "Word Study" in a broad sense, in the sense of any means of study by which a word, or any or all of its aspects, is clarified. Because so much might be said on such a broad topic and on account of our limited time, I have selected one phase of the study only—the use of the dictionary in studying words in the public schools.

Perhaps there is no book next to the Bible which finds its way into so many homes as the dictionary, and next to the Bible, there is no book the true worth of which is so little known or appreciated as the dictionary. For some reason we stand in awe of the ponderous volume which occupies the shelf alongside the Holy Book and let the dust of years accumulate on its leathern covers. Ignorance of anything causes awe for that thing. No doubt the preservation of our dictionaries and the consequent financial straits of their compilers are due to our ignorance. Let us take down the old volume and note its contents a moment. While we are fingering its dusty pages we will consider its place in the public school edution.

I maintain that the primary aim in public school education is to make the child self dependent. Any method of education which subserves this end is good. There are two methods of instruction in word study; one by which the child is led to look to the teacher as authority; the other, by which he is led to look to references as authority. The first is bad because the child will some day find himself without his authoritative teacher; the second, good because the child will always have his authority at his elbow.

As the dictionary is a reference book, its value in word study lies in the fact that it is authority along that line.

Any method of instruction in word study which leads the child to the dictionary as his authority and teaches him how to consult the same quickly and accurately is a good method.

Let us consider a method of dictionary instruction. When the dictionary is put in the child's hands—in the fifth grade—there are certain requisites with which he should have been already supplied. They are a fair knowledge of diacritical and accent marks and a knowledge of the use of words, the meanings of which are known, in sentences. In the fifth and sixth grades, some one of the many good editions of Webster's abridged dictionaries should be used. The unabridged are too complicated. Nothing should be taught except pronunciation and use of words, with the occasional calling of attention to the meanings of such simple prefixes and suffixes as de, ex, less, ness, etc., combined with roots of familiar usage.

At the beginning, let the child understand that he is not to overlook a single word, it matters not where that word confronts him, whether in spelling, language, history, or any other subject, but to make himself familiar with it at once through the dictionary. This co-ordinates the study of the dictionary with all the branches where it properly belongs. Make it an object on your part not to inform him when you are satisfied that he can derive the information himself. Show him where and how to find the information, but let him find it. Adhere to this principle through all the grades. He will soon learn that he must know and that the knowledge must come through his own efforts. It is surprising how independent he will become under these circumstances.

In the seventh grade begin the use of Webster's unabridged editions. Continue in the study of pronunciation and sentence usage. A new difficulty will be met in this grade if not already met with. Children will persist in obtaining definitions which have no bearing on the use of the word under consideration. Teach them that many words are used as several parts of speech and that before consulting the dictionary, they should first determine the grammatical use of the word in the text. By this time they have had sufficient grammar to enable them to determine most parts of speech quite accurately. Having determined the grammatical use of the word, teach them that the definitions of that use of the word are denoted by a small italicized letter placed just at the right of the word sought. This will save many ludicrous usages of the word.

* * * * * * *

A word is a picture of an idea in many cases much mutilated. Anything that tends to keep the word before the eye and stimulates the study of the word will tend to fix the image of the word

on the memory which, in future times, may be reproduced as occasion demands.

How much time should be devoted to dictionary study? All the time that is necessary. I make no class for the study, but take time as the occasion demands, whenever and wherever that may be. I have my daily spelling period in which most of the review of diacritical marks, pronunciation, spelling, defining, and analysis are given, but I miss no chance to instruct in this work. I receive my cues from the children and act accordingly.

And what is the importance of all these? The importance dwells in the fact that it strengthens the child's self dependence, making his study of any branch more pleasurable and instructive, because he knows what knowledge he desires, where to find it, and how to apply it—which constitutes the essence of true education.

F. W. Hoffmann,
Principal, Davisville.

* * *

Technical Grammar for Fifth Grade

(extract.)

Is is said that a certain German professor, on his deathbed, regretted the fact that he had not devoted his life to the study of the dative case in Latin.

Probably this story was invented to emphasize the fact that many educators have, to their sorrow, failed to focus their mental powers on fewer subjects.

Be that as it may, I shall not lay myself open to the criticism of having "spread out" to much, nor, on the other hand, of having devoted all my allotted time to one case.

As a matter of fact, I do not mention a case during the school year of which I am speaking.

The properties of the parts of speech are not taken up at all, but are left for the grades that follow.

Even the simplest steps of technical grammar are not attempted earlier than the fifth grade.

In the minds of some, there may arise a question as to the feasibility of having any technical grammar below the sixth grade, but my experience leads me to the conclusion that it may profitably be studied during the fifth year.

Such language is the vehicle of thought, the sooner the child obtains a good working knowledge of it the better.

It should be premised that the study of grammar, like the study of other subjects, has a dual purpose.

The one is the mastery of language without which the pupil cannot pursue any subject; the other is that increased mental power which must accrue from the proper study of any subject.

This has always been one argument in favor of the study of Latin. It certainly applies with equal force to the pursuit of English.

But the mastery of language is the strongest reason why the child should early begin the study of grammar.

The ability to pick the subject, the predicate, the object, the attribute, in a sentence, is a great help in getting the meaning of the reading lesson, the history lesson, the geography, and even the arithmetic lesson.

I use no text-book on either grammar or arithmetic before the sixth year.

Soon after I came to this State, I taught a year in the mountains, in a school twenty miles from any place where books could be obtained; and as there was a scarcity of these, I placed the work, in the two branches named, on the board, and the results were so satisfactory that I have kept up the practice whenever I have had occasion to do work of that kind.

In these two branches especially I believe that pupils will make more substantial progress with no text-book earlier than the sixth grade.

All teachers know that text-books often hamper the child, partly because they contain much that the beginner should not encounter, and partly because the language is often beyond the child's ready comprehension.

* * * * * * *

Probably the majority of children hear erroneous expressions used from their infancy. Very naturally they use similar expressions, and it requires constant care on their part to overcome this habit and acquire the correct one.

The butchery of the Queen's English is so surprisingly common that it really sometimes seems as if our teaching is of little consequence. One excuse for these vulgarisms is that we know what is meant, anyhow. Children should not be allowed to imbibe any such idea.

They should be induced to watch their conversation for the purpose of avoiding incorrect expressions, and one way of doing this is to ask them to bring to the class, as a basis for a part of the recitation, mistakes that they may hear on the playground or at home.

There is certainly a crying need for the usage of better, purer language, and every teacher should faithfully do his part in accomplishing, or trying to accomplish, this result.

C. V. Osborn.

High School Teachers' Association

President.....A. W. Scott, San Francisco
Vice-President.....W. M. Mackay, Chico
Secretary-Treasurer.....G. W. Wright, Centerville

BERKELEY, CAL., December 27, 1905.

The fifth annual session of the California High School Teachers' Association was called to order by Dr. A. W. Scott, President of the Association, in California Hall, Berkeley, December 27, 1905.

In his opening remarks President Scott congratulated the Association on the large attendance and the interest shown by the High School Teachers of the State. He briefly outlined the history of the Association since its organization at Pacific Grove in 1901, and called attention to the fact that its work differed from that of the old high school section in the unity and continuity of its work.

Since its organization the Association, through its Executive Committee, had kept before it one general line of work. Among the questions discussed are the following:

The Elective System in High Schools.
The Function of the High School.
Formal Discipline.
Why Pupils Leave the High School.
Commercial Courses in High Schools.
Salaries and Tenure of Office.
School Activities.
Value of Certain Subjects, as Physics and Latin, as Prescribed Requirements for the State University. Should the Number of Entrance Requirements be Reduced from 15 Units to 13 Units plus A. Should the Unit System of Valuation be Abolished.

In accordance with the vote of the Association at its last meeting, the Executive Committee has continued the consideration of the following subjects:

1. That the last established schedule of entrance requirements be reduced to 13 units plus A for all colleges.

2. That definite recognition be given to Manual Training.

3. That admission to the Colleges of Natural Science and Commerce be continued possible without any requirement of Latin.

4. That in the case of such accredited schools as make the request, some other science taught in the third or fourth year be accepted in place of Physics; and that Biology be accepted in lieu of Botany or Zoology.

5. That for the Colleges of Applied Science Latin, subject 6, be accepted as an equivalent of French or German, subjects 15 a^2 or 15 b^2.

Word was received from the Recorder's office:

(1.) That the University did not care to continue the discussion of Subject 1.

(2.) That the University shall hereafter publicly announce its practice with reference to giving credit for Manual Training.

(3.) That Physiology be placed on the list of admission subjects as an elective.

(4.) That a substitute be accepted for the present requirement of Classic Myths.

The result as outlined above has been obtained through the work of the Committee of Nine appointed, three by the High School Association, three by the University of Californa, and three by the Elementary Association.

President Scott then noted the fact that much of the work done by the Executive Committee in the last two or three years will not bear fruit for a year or two.

He closed with an exhortation to the teachers to continue their hearty support of the Association.

Upon motion, reading of minutes of the 1904 meeting was omitted.

The Committee on Salaries and Tenure of Office made the following report through its Chairman, Joseph O'Connor:

To the Officers and Members of the High School Association of the C. T. A.:—

LADIES AND GENTLEMEN: Your committee, appointed last December to consider and report on ways and means to improve the economic status of the public school teachers of California, beg to report progress and to submit for your consideration at this time the following suggestions:

1. That, following the example of the committee of the N. E. A., appointed for this purpose in July, 1903, teachers' interests be considered under the heads (*a*) Salaries, (*b*) Tenure, (*c*) Pensions.

2. We would advise that a sub-committee on Teachers' Interests be appointed in every county (or group of small counties); that

the members thereof represent the elementary and high schools; that they be chosen by their fellow teachers assembled annually in County Institute; and that they be teachers of at least five years' successful experience. The Institute could also arrange for rotation in office and the enlargement of the committee. At least two-thirds of the members should hold office two years or more, and vacancies occurring between meetings of the Institute should be filled by vote of the committee.

3. The County Committee should gather statistics and information relative to the steps taken in other states and countries for the betterment of the teachers' condition, should educate their fellow teachers in those respects, should confer with similar committees in adjoining counties, and should report new propositions and proposed movements to this committee, the members of which will consider it their duty to discuss such propositions and give advice thereon to the best of their ability.

Most of the statistics and information referred to can be found in the reports of the Commissioner of Education, in concise form in the report of the Committee on Salaries, Tenure and Pensions of Public School Teachers in the United States, made to the National Council of Education, July, 1905, and, in a general way, in educational periodicals.

It will be seen at once that the members of these county executive committees should be teachers who have acquired influence through their success and the popularity arising therefrom. They should be able to show that the improvement of the economic status of the teacher would, without doubt, improve the educational status of the pupil; and they should be persons whose opinions would have weight with supervisors, members of the legislature and fair minded taxpayers. They should, therefore, be carefully chosen. We believe that the representatives of the different counties chosen from these committees or the county organizations they may represent, should form a section of the C. T. A. and should meet annually to determine their work for the ensuing year.

The High School Association has the honor of having started this organization, but, as the objects in view concern teachers generally, and as the Elementary Schools are represented by only a minority of your committee, we would recommend that the Elementary Association be requested to send us the names of six representative teachers to work with us in completing the organization of the State during the coming year.

4. Salaries: Where salaries have not been materially increased during the last nine years, we would advise that steps be taken to procure a general increase in salary to correspond with the increase in the cost of living during that period.

Tenure: In districts in which the schools are open for nine or more months each year, when the work of a probationary teacher is satisfactory to the trustees, they should have the right to employ such a teacher for a term of years or during the pleasure of the board, with a provision for sufficient notice of intention to discharge. On this point President Eliot of Harvard says: "Supposing now that a teacher has given all the securities for future usefulness, which thorough preliminary examination and long probation can supply, we ask what should be the nature of the ultimate appointment? In the interest both of the profession and the community, it should be an appointment without limitation of time. There should be no recurring election. Nevertheless the teacher should be subject to removal for inadequate performance of duty or for misconduct. . . Further, there should be absolute security against reduction of salary for each individual once admitted to the permanent service." And he continues: . . "I know that this principle of public administration is violated at pleasure by our national, state and municipal governments, but I take leave to say that the practices of our governments in this respect are to the last degree barbarous, shiftless, and uneconomical."

Pensions: Speaking of pensions, the same authority says: "Retiring annuities are desirable for three reasons: First, they enable an old teacher, who is disposed to rest from strenuous daily labor, to retire with honor, and enjoy a repose which all the world agrees he has fairly earned. Secondly, they enable the city or town to retire faithful teachers whose services are no longer desirable, and to do this in a considerate, just and not unacceptable way. Thirdly, the habitual use of retiring annuities, in part voluntarily claimed and in part involuntarily accepted, make promotion through all the grades of a large service more rapid than it would otherwise be."

The information here set forth is meant to give teachers, first, a general idea of what they must do in order to improve their present condition, and, secondly, to show the necessity of organization to accomplish this.

(Signed)

JOSEPH O'CONNOR,
E. M. COX,
L. R. SMITH,
C. C. HILL,
T. J. PENFIELD,
J. H. FRANCIS,
THOS. DOWNEY,
E. B. ANDERSON,
MRS. MARY PROG,

Committee.

The report was adopted by vote of the Association.

The six members of the committee appointed by the President of the Elementary Association are: Mr. C. E. Keyes, Oakland; Miss F. E. Sherman, Oakland; Miss Cynthia P. Leet, Oakland; Miss L. A. Peckham, San Francisco; and Mr. Sam W. Brown, San Jose.

The Committee on Professional Ethics then reported through its Chairman, Dr. R. D. Hunt.

PROFESSIONAL ETHICS.

The Committee on Professional Ethics reported at some length. The following resolutions, among ten in all that were passed, are especially noteworthy:

First: "It shall constitute unprofessional conduct for any one holding a teachers' certificate to submit any argument or plea in obtaining or retaining a position, other than those constituting evidences of professional competency, or knowingly to permit any other person in behalf of applicant to do that which is defined above as unprofessional conduct on the part of the applicant."

Second: It shall constitute unprofessional conduct for any one holding a teachers' certificate, for the sake of securing a place, to offer to take a given position in a school at a lower salary than that regularly fixed for said position.

Sixth: It shall constitute unprofessional conduct for a teacher, being a member of a county Board of Education or other similar body, to vote to censure a fellow teacher, or to suspend or revoke the certificate of a fellow teacher without due notice of such intention having been given, or without an opportunity having been given said teacher to appear and present his defense.

Ninth: It shall be unprofessional for a principal or other supervising officer to speak to a pupil of his school concerning his teacher in a disparaging or damaging manner.

Tenth: It shall be unprofessional for a principal to solicit pupils to leave other schools to enter his own, or to admit to his school pupils from adjacent school districts without honorable dismissal or transfer given by competent authority.

After an animated discussion, participated in by Messrs. Webb, Hunt, Russell, Groves, Scott, and others, the report as read by the Chairman was adopted by vote of the Association.

The Committee on Library Books reported through its Chairman, Mr. Miller, that the work was being done by the State University, and asked to be discharged.

The report was adopted by vote of the Association.

A motion that a committee of seven be named by the President to nominate officers for the coming year was carried.

The following were appointed:

James Ferguson, Mission High School, S. F.
L. R. Smith, Santa Clara High School.
Albert Clayton, Long Beach High School.
W. S. Moore, Antioch High School.
Miss Amy Dye, Vacaville High School.
Allen Martin, Marysville High School.
J. H. Pond, Oakland High School.

Mr. Penfield then ordered the following amendment to the Constitution:

All post presidents of this Association shall be ex-officio members of the Executive Committee, during such time as they remain in the educational work of the State, and continue membership in this Association.

President Scott spoke of the joint session of the High and Elementary Associations to be held in Harmon Gymnasium on December 28th and of the Friday meeting of the High School Association.

Recess.

After the recess the following program was carried out:

"The Pupil who is not Going to College."—Mr. James Ferguson.

Discussion led by Mr. Singer and Mr. Montgomery.

"Commercial Education"—Prof. Henry R. Hatfield, University of Cal.

These papers are printed elsewhere in this report.

The President declared the session adjourned.

Berkeley, Cal., Dec. 28, 1905.

Joint session of the High and Elementary School Associations was called to order in Harmon Gymnasium by C. L. Biedenbach, Chairman of meeting, Dec. 28, 1905.

The program was as follows:

"Historical Review of Recent Discussions."—Herbert Lee.

"The Present Situation and the Attempts at its Solution."—C. E. Rugh.

Recess.

Discussion led by Elmer E. Brownell; A. E. Kellogg; Mrs. L. A. Maxwell; A. L. Mann.

By motion it was determined that the Chairman should appoint a Special Committee to prepare a similar program for next year.

Moved by Mr. Downey and carried, that a Special Committee be appointed to circulate the papers presented at this meeting.

Chairman Biedenbach appointed the President of the High School Teachers' Association and the President of the Elementary Teachers' Association to serve on these committees.

Berkeley, Cal., Dec. 29, 1905.

The High School Teachers' Association was called to order by President Scott in California Hall.

Subject—Student Activities.

General presentation of the subject and review of the papers read at last year's session, George A. Merrill.

After the reading of that part of the paper (as presented elsewhere in this report) dealing with fraternities, Mr. Merrill offered the following resolutions:

First.—It is unwise for a high school teacher to accept membership in a student fraternity after this date.

Second.—High school fraternities should not be domiciled within the school buildings or accorded recognition of any sort. The exhibition of fraternity charters on the walls of the school is especially objectionable.

In opening the discussion Principal Frank Tade of Sacramento told of the result of the legal action taken against the Board of Education of that city on account of the attempt of the board to destroy the fraternities.

The discussion was participated in by Dr. Scott, Mr. Drew, Mr. Morton, Mr. Young, Mr. Penfield, Mr. Avery, Mr. Russell, Dr. Hunt, Mr. Cox, and several others who favored the resolutions, and by Mr. Olney, who held that it was wise for a teacher to hold membership in a high school fraternity.

Both resolutions were then passed by a unanimous vote.

After recess the question of Athletics was taken up.

The discussion was led by Rev. W. A. Brewer, Alfred W. Skaife, and Will L. Potts.

Report of committees and unfinished business were then taken up.

The following resolution was offered by Mr. Ferguson:

That the Secretary express to Mr. Frank Cromwell of Petaluma the thanks of this Association for his efforts during the last session of the legislature in behalf of the teachers of California.

Adopted by vote of the Association.

The following resolution was adopted:

That the President appoint a committee of three to report to this Association at its next meeting an amendment to the present

law relating to the suspension and revocation of teachers' certificates, providing that accused teachers shall receive a fair and impartial hearing.

The President appointed Mr. James Ferguson, Dr. R. D. Hunt, and the President of the Association for 1906.

The amendment to the constitution offered by Mr. Penfield the first day of this meeting was adopted.

The following resolution was presented by Dr. Hunt and adopted unanimously:

Resolved, That we, the High School Teachers' Association, hereby endorse the action of the California State Board of Education in allowing a wide range of choice in the selection of high school text-books and that we should view with apprehension and disfavor any effort to restrict the choice of texts within narrower limits.

The Committee on Nominations reported as follows:

To the President and Members of the High School Teachers' Association:—

We, your Committee on Nominations of officers for the coming year, after careful consideration of the interests of this Association and of the Secondary Schools of California, report unanimously the following nominations:

For President, Herbert Lee, Mountain View.
Vice-President, Lewis B. Avery, Redlands.
Secretary, G. W. Wright, Centerville.

The report was adopted without dissent.

Dr. Scott made a few remarks concerning the Association for the past two years and the Association was adjourned to meet in Fresno in December, 1906.

G. W. Wright,
Secretary.

* * *

Student Activities

Of the papers read at last year's meetings three were not discussed, on account of insufficient time. One was presented by Miss L. B. Bridgman, of the Lick School, on The School as a Social Center. One on School Activities was read by Principal Pond of the Oakland High School, and another on the Management of Athletics by Mr. Perry F. Tompkins of the Lowell High School. It is planned now that I shall review those papers and open the way for a discussion on the topics with which they are concerned—except

that Miss Bridgman's paper can only be touched upon incidentally. Her subject is worthy of an entire session, if we could give the time to it, but in planning today's program the committee felt that it would be advisable to center our attention on two specific topics that seem to be pressing on the attention of high school teachers—viz., fraternities and athletics.

However, in passing, Miss Bridgman's paper suggests to me an idea that may be of interest to our Committee on Salaries, and that is the use of school buildings for election purposes and the employment of teachers as election officers.

The multiplication of the number of student activities during recent years is in itself significant. In the two schools under my direction the number and variety of such organizations would seem sufficient to enable any student to choose at least one as a profitable investment of his spare moments.

We have:

Athletics, including football, baseball, basket ball, track and field events, swimming, and bicycling—all regularly organized, and also a growing interest in boating and other sports of less prominence.

We have:

Debating, journalism, musical organizations—glee club, orchestra, etc., camera clubs. Dramatic attempts we have had only occasionally.

Besides the regular class organizations, and the association of the general student body, our students seem to have reduced the "rally" to a somewhat exact science. A day or so preceding any contest of note, the student body meets during the noon hour for the purpose of discussing prospects, stimulating enthusiasm, and practicing songs and yells. The orderly, if not dignified, character of these gatherings, and the excellence of the impromptu speeches are indeed surprising.

We have also what is called the senior seminar, which meets once a week and which all candidates for graduation are required to attend. It is supervised by one of the instructors, but otherwise is conducted by the students themselves. At each meeting a paper of not less than 30 minutes is read and fully discussed. There are only three officers—a president, a secretary, and a sergeant-at-arms, and these offices are filled by different students in rotation from week to week, with a view to giving each student an acquaintance with the duties thereof. The papers to be read are also assigned in rotation, and the subjects are selected by the students themselves, as far as possible. Naturally the stereopticon is called into service in this connection.

Of fraternities we have none.

While my list is a long one, I have no doubt that many of you have in your schools further evidences of the abundance of life that

characterizes the grand army of high school boys and girls of the present day. The tendency is for the assumption of these student activities as a legitimate interest of the school; in time they will become an integral and essential part of our work, and their ultimate influence will be entirely wholesome. When we shall have learned how to provide for and handle these things perhaps we will understand better how to carry on what we now call the regular work of the school. Right here, however, is need for caution lest we attempt to reduce these activities to the comparatively passive state that now characterizes too much of our regular work. I am a firm believer in student control of student affairs, as far as we may find such control to be feasible. However, I would not be understood to be in favor of turning over to my students any responsibility that properly belongs to the officers of the school. For example, I have never looked for good results from the experiments that have been tried in many places for the purpose of teaching the principles of government by organizing the pupils of a school in imitation of municipal or state or national governing bodies, and turning over to them the control of the discipline of the school. Such experiments have impressed me as a mis-application of the very notion that I have in mind when I favor the student control of their own affairs as far as possible.

With the growth of cities it becomes more and more desirable that the school shall foster and encourage and direct to useful ends that vast store of eager energy that heretofore has been largely dissipated through the inability of youths, or rather through the lack of opportunity for them, to do what they are now endeavoring to do through the instrumentality of the school. With the help of a comparatively few men and women who have unselfishly given time for these things apart from the regular duties, the youths of our high schools are gradually working out forms of organization adapted to their needs and in other ways perfecting what are destined to be permanent institutions in the recognized province of secondary schools. Naturally these new agencies are imperfect in their workings, and it is these imperfections that we want to bring to the front and consider at this time.

Student activities are inclined to encroach on the established work of the school. They are overdone, particularly football. There is difficulty in providing suitable facilities for them in and around the school buildings. There is difficulty in raising funds among the students and more difficulty in spending them wisely—and, I am sorry to say, in safeguarding them against dishonesty. School rivalry descends to ill feeling, disorderly conduct, acts of vandalism, etc. Professionalism creeps in. Parents sometimes get foolishly ambitious; liking to see their children shine as football

heroes—particularly captains, and as presidents of fraternities, etc., they become really obnoxious promoters of strenuous sports for boys and elaborate social functions for girls. Occasionally the misguided principal of a school seeks to advertise his institution through its athletic or debating team. And there are other difficulties, too numerous to mention, but none of them insurmountable. In my own schools the conditions for dealing with these matters are as favorable as are likely to be found almost anywhere, and yet it has been no easy matter to adjust these things to their proper place. Among other things, we have found it desirable to have the ownership of all football and baseball suits vested in the school, and now that the school has provided means for caring for the suits, the various athletic organizations have voluntarily given into our keeping all other athletic paraphernalia. At the end of each school year the various student managers hand to me an inventory of everything on hand, to be turned over to their successors the following season. We have also found it desirable to have a faculty representative as treasurer, and also a general auditing committee—the latter composed of students. Each sub-organization, such as the camera club, or the debating society, collects its own dues and controls its own expenditure, but we find it prudent to have the one treasurer serve as the custodian of the funds of all the different organizations. This arrangement is especially helpful at the end of the school year, when anticipation of the vacation crowds out all thought of the coming year and accounts are very likely to be left at loose ends.

In most schools, as I understand it, there is seldom a question raised as to faculty representation in the student organizations, although cases have been reported where the students objected to faculty interference, particularly in the affairs of the school paper and in the conduct of fraternities. It has always seemed to me that this is not a debatable question; the jurisdiction of the school should follow its name, and nothing should have a place, or recognition, or even be tolerated in the school unless it is subject to such control as the school authorities may deem necessary from time to time, according to circumstances. However, here is where the school authorities should be extremely cautious—in the exercise of this control over affairs which should be left to the students as far as possible. Never mind if they do make harmless mistakes and waste time. I have known teachers to chafe over their inability to make things go more smoothly when really this could not be accomplished without removing the very obstacles that we want the pupils to learn to overcome. Sometimes boys have more time than anything else, and what if they do use up some of it finding out that it doesn't pay to do so? Boys will adopt a constitution and

then break it, all within five minutes, but in time they find that this violation established a bad precedent and didn't pay, and so they learn what the race has learned—that it is well to keep constitutions inviolate. Remember that nothing is made smooth without friction, and that we don't really know anything in this world that we haven't actually experienced. Keep youths within safe bounds, but don't deprive them of anything that has in it valuable experience—if it is otherwise harmless. The skillful teacher is frequently the one who knows best how to put obstacles in the way of his pupils, instead of removing them.

Time will not permit me to treat this subject as fully as it deserves. The interval remaining is hardly sufficient for a fair consideration of the fraternity question. After the recess we will be fully occupied with athletic troubles.

As announced in the program of this meeting, the fraternity question will be dealt with through the presentation of the following resolutions:

First—It is unwise for a high school teacher to accept membership in a student fraternity after this date.

Second—High school fraternities should not be domiciled within the school buildings or accorded recognition of any sort. The exhibition of fraternity charters on the walls of the school is especially objectionable.

After adding my personal experience with fraternities, which has been limited, I shall leave them to your tender mercies. We never had a full-fledged fraternity in either of my schools, although a few have died "a bornin' ". It happened, however, that the first high school fraternity in America—or at any rate what has been claimed to be the first—was organized in the high school that I attended as a student.

Regarding the first of these resolutions, I have no doubt that those of us who are now members of fraternities—I know that some of them at any rate—will accept this resolution without personal objection, if it is the will of this association. Some will even welcome its adoption as affording grounds for presenting their resignations to the fraternities in which they hold membership.

Regarding the second resolution, it seems to me to be a clear proposition that a fraternity cannot be a part of the school and not a part of it at once and the same time. They may have a right to organize, as some courts have declared, notwithstanding that their reason for organizing comes from their attendance at the school, and notwithstanding that their fraternity affairs are bound to be a matter of notice in the school, but since they do not choose to acknowledge allegiance and obligation to the school, then it is well

for the school to divorce them and let them seek separate maintenance, if they can find it.

The men who have been asked to discuss this question of athletics are men who are or have been prominent in the affairs of the Academic Athletic League of California—commonly called the A. A. L. For a time I served as a delegate in that league, in order that I might have a close acquaintance with its workings. A few years ago the principals of a number of high schools—particularly those around the bay—got together in an attempt to bring about some improvements in the athletic situation, and they were fairly successful. At one of those meetings the Rev. Mr. Brewer, head master of St. Matthew's School, offered a suggestion that impressed me rather favorably at that time, and more so as time goes on. He attributed many of our difficulties to the plan of competing for championships. He is here today and perhaps will direct his remarks to that point.

The A. A. L. as now organized is not only an unwieldy working body, but it is also indirectly—though only partly—responsible for the fact that athletics are overdone in some respects and in some schools. It undertakes to cover the major part of, if not the entire, state, and to conduct series of contests leading to a determination of championships. I believe it would be better to have a number of smaller leagues, each self-governing in a large measure—more so than the present sub-leagues, and each represented by a delegate in the A. A. L. In other words, instead of having the supreme governing body composed of a delegate from each school, I would have only one delegate from each sub-league. In the sub-leagues some provision should be made for encouraging the smaller schools, either by arranging games between schools of about equal enrollment, or by a system of handicapping or its equivalent. Under the present plan, a school that meets defeat in the early games of the season is out of it altogether and that particular sport ceases for the season in that school, while the victorious team goes marching on through a season unduly prolonged. If the sport is indulged in for health and recreation, then there should be some arrangement by which all the schools can have a uniform season of reasonable length.

Some of the delegates in the A. A. L. are students and some are teachers. Formerly all or nearly all were students, but now the teachers are nearly or quite in the majority. From my observations during the time when I was a delegate, I am of the opinion that this is not a good plan. The counsel of older heads is desirable —and so is student control. There are times and circumstances,

also, when this association of teachers and students on a common voting basis is uncomfortable and even humiliating for the latter. As a remedy I would suggest two separate governing bodies, one composed entirely of teachers and the other entirely of students, with a division of duties. The teachers could establish policies, arrange schedules of games to prevent conflict with school programs, and exercise functions of general supervision—perhaps mainly legislative. To the students could be left matters of protests, qualifications of athletes, the immediate conduct of games, etc.

Whether or not my suggestions are good ones, it is certain that we as high school teachers are seeking a betterment of athletic conditions all along the line, and we shall be pleased to hear what these gentlemen of the A. A. L. and others present have to say that will contribute to that end.

Principal Smith of the Santa Clara High School has asked if we cannot at this meeting take steps to change the character of football. This request came after our program had been planned, and so we shall have to give the right of way to those whose names appear on the program. Possibly there will not be time to deal with the football question, but it deserves any attention we can give it. Incidentally, while I am not in favor of football in its present form, and while I am prepared to agree that the reformed game of the high schools—if a reform be accomplished—should differ somewhat and perhaps materially from that played in the universities, nevertheless I protest against the recent tendency among college men to visit all the sins of football on the secondary schools and the younger element generally. The cleanest and best football is played in the secondary schools, and the greatest evils that we have to contend with—I don't mean difficulties such as waste of time and interference with the school program, but evils of contamination in and from the game itself—did not originate with us, but have been propagated down from the universities, particularly through the agency of a lot of semi-professional teams and individuals whose origin can be traced to the colleges. The latest utterance—the most recent defense confession—of the college football oracles is that football is not a game, but a spectacle. With that view I concur as regards college football, but it does not apply to the high schools, except in a limited measure—and even so, that feature can be eliminated by doing away with championships. However, that does minimize or even lessen the need of reform in the game itself, for it is needlessly dangerous, especially for players who are least familiar with it.

Geo. A. Merrill,
Principal Lick and Wilmerding Schools.

The Pupil Who Is Not Going To College

The report of the Committee of Ten is, without doubt, the most important document in the literature of secondary education. It was drawn up for the purpose of securing greater uniformity in college entrance requirements, and it has accomplished its purpose. But it has done more. It has brought about the greatest uniformity in the courses of study offered in our public high schools. Its influence is seen further in the endeavor of the publishers of text-books to make their product conform to the requirements of the committee. President Eliot, its chairman, has just pointed out that the committee did not attempt to make a course of study which should fit every pupil equally well. Its recommendations applied merely to those who were going to college. The course of study in our high schools, then, is that which was drawn up to fit boys and girls for college, and the text-books are coming to be more and more those which fit this college preparatory course.

With this condition no fault need to be found (1) if the present preparation is best for all pupils, whether they are going to college or not, or (2) if all the pupils in our high schools are going to enter college. The first assumption is absurd, even to the layman who understands what our college preparation consists of and who knows what the demands of the modern business world are. It is already being set aside by men of modern thought. The second assumption is shown to be false by the reports of the Commissioner of Education and of our State Superintendent of Public Instruction.

From the latest of these reports we find that the total number of graduates from the high schools in California in 1903 was 10.58 per cent. of the entire enrollment. Of this number, 51.73 per cent.,[1] or less than 6 per cent. of the entire enrollment, were reported by the principals of the schools as preparing for college.[2] In connection with this, notice that during the year 1904 there were in the high schools of California 855 teachers.[3] Eight hundred and two were engaged in teaching college entrance subjects. Thirty-five of these devoted part of their time to other branches. The number teaching non-accredited subjects, such as music, physical

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[1] Thirty-one per cent. of the graduates from high schools in California in 1903 entered either the University of California or Stanford University in 1904.—See tables in Twenty-first Biennial Report of the Superintendent of Public Instruction for California, 238, 241.

[2] Report of Commissioner of Education (1903), II., 1857. The percentage which enters college is less, for many of those reporting to the principals as preparing for college never go farther than the high school.

[3] Twenty-first Biennial Report of the Superintendent of Public Instruction for California, 19.

culture, and commercial branches, was 53. Thus we see that 90 per cent. of our training energy was devoted to college entrance requirements. Notice also that in 1904 there were 58 high schools in California with three teachers or less.[4]

For clearness let us repeat: Less than 6 per cent. of the high school pupils are going to college. Over ninety per cent. of our teaching energy in the high schools of California is spent in the interests of the college entrance subjects. In one-third of the high schools, and especially those in rural communities, it is practically impossible to do more than meet university entrance requirements.

Every teacher is familiar with the list of subjects which the high school pupils are taught. For instance, almost 50 per cent. study Latin, over 55 per cent. study Algebra, 45.60 per cent. study English Literature, 19.87 per cent. study Civil Government, etc.[5] While these subjects are outlined by university authorities to meet the requirements of their different departments, in a few schools the work is not of sufficiently high standard to meet favor with the universities. This is an unfortunate state of affairs, especially for the boy who is not going to college. His efforts are a failure from two points of view: Many of the subjects he is studying are not best suited to his needs, and his work in these subjects is considered by the best judges as a failure. His "last chance" is being thrown away. I have in mind a small high school which was dropped from the accredited list. Every teacher in that school, I am informed, lost his position in consequence. During the summer vacation following I was told by a member of the school board that no other subjects would receive consideration by the trustees until the school was again accredited. Yet this was in a rural community from which not more than 6 per cent. of the boys and girls could be expected to go to college.

The present State law, which makes it necessary for a high school to give a course of study preparing students for one of the colleges of the State University before the high school shall receive State aid, bears most directly upon these schools in rural communities, and tempts the school authorities to follow such a course as that just referred to. And it will readily be seen that in these schools it is practically impossible to do more than satisfy university demands.

The old idea in education was that the three R's were all that was necessary for a pupil. Life was simple then. The boy left school to learn a trade in all its details. The girl learned household economy at home, where she remained until she got married. But

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[4] Computed from data in Heath's Directory for 1904.

[5] Report of Commissioner of Education (1903), I., 557.

modern life is not so beautifully simple. There is practically no apprenticeship for boys in the different trades. We are developing labor-saving machinery to such an extent that the sphere of working men is being narrowed more and more. Even now they are mere parts of the machinery, and they are thus deprived of the broader training they previously received, and consequently deprived of the opportunities for advancement which this training brought. "Once a laborer, always a laborer," is not exactly the truth, but modern economic conditions bring it very near to it. Girls are no longer satisfied with the position of housekeeper. They have forsaken the old paths and entered the economic struggle side by side with their brothers.

The demands of modern life are certainly greater than those of thirty or forty years ago. But our educational advance has not kept pace with these demands. What preparation for life work has the boy received at the end of the eighth grade or even at the end of his present high school course? The three R's include it all. We have made more fuss about the work in reading by talking of methods, and by adding literature and history and some rules of Latin grammar. In writing we have made no advance, if, indeed, we have held our ground. In arithmetic we give him a lot of stuff that is useless, including problems which parents who are college graduates find difficult to solve. We add the university requirements in algebra, plane, and solid geometry, and trigonometry, but when our pupils enter the university their instructors complain that they cannot add a column of figures. Yet they have met the prescribed university entrance requirements.

Advance has been made in the method of handling the laboratory sciences, such as physics and chemistry, but these subjects are placed in the later years of the high school course and consequently but a small percentage of our pupils study them. In additon, the contents of these subjects in the high school at present is determined solely upon its merit as university preparatory material.

So much, in a word, for what we teach the pupil. Let us notice some of the things we do not teach him. In my own experience I have seen graduates of the regular classes in our high schools take positions in banks, railroad offices, factories, stores, and upon the farm. At once their education showed its defects in that it was entirely lacking in those things which affected their vocational needs. The bank position required a knowledge of accounting, and something of the laws of commerce. The law office required a certain amount of skill in stenography and typewriting. The factories required some training of the hand such as could have been gotten through manual training. The work upon the farm needed a knowledge of the science of agriculture, along with the methods of

observation and calculation which naturally follow scientific study. Yet these requirements were not met by the education which the pupils had received, and no attempt had been made to meet or even consider them. Such illustrations might be multiplied many times.

Why are these subjects not taught in our schools? Evidently because a large number of the educational authorities of our country do not look with favor upon subjects which are regarded as utilitarian, although at times they may tolerate them. Hence any subject which is not along the old lines need hardly hope for recognition until it repeats the struggle science went through. The term, "general education," has been used for so long to represent a classical education that we have come to look upon the two terms as really synonymous. But why should that which fails to touch life, so far as the vast majority are concerned, be considered general education, while that which affects the life of the whole race is considered narrow or special?

What are we doing for the boy who is not going to college? We are preparing him for college. To the pupil who enters our schools and asks for bread we give a stone. For a serviceable suit of clothes we give golf pants and stockings. And to the girl who asks for a practical equipment we give a box of fancy-work. These things, in their proper places, are all good, but they are not the most essential things. A short time ago I met several cultured Englishmen who were living on chicken ranches. They were most charming fellows. For a time I wondered how they paid their bills, for they evidently knew little about poultry raising. Afterwards I learned that they received regular allowances from estates back home. They were remittance men. Are we not educating our high school boys as though they were going to be remittance men? We have been giving them a little of almost everything but that which is directly useful to them vocationally.

"We have done that which we ought not to have done, and have left undone that which we ought to have done." We have talked of making our pupils "cultured" and we have referred to vocational subjects as though they were anti-cultural in their effect. And one would almost be led to believe that the only real education is that which develops a man's mind, but which leaves his hands unable to perform a task that is of economic value.

Unless our government is founded on wrong principles, we should endeavor to raise the average of intelligence among the common people. And this cannot be done until we realize the importance of making the masses more efficient, and plan our system of education accordingly. The men who toil are the backbone of the nation. Hence, from a national as well as from an individual point

of view their welfare should not be neglected for the interests of a privileged few.

Any system of education which is planned to meet the needs of the few and neglects the needs of the many is *class education.* Ours is such a system. It is planned for the pupils who are reputed to be the strongest mentally—those who are spoken of by university men as the coming leaders. Such a system may fit a community in which leadership is hereditary, but it is not suited to the needs of a democratic people. In our government any man of ability may become a leader. Neither title nor money is necessary to bring him to the front. Nor is a university diploma taken as a badge of statesmanship. Often we find the leaders chosen from the masses. Our recent political campaigns show that the common people are just beginning to realize their strength, and they are standing together. To escape the rule of demagogues they must be intelligent, not necessarily regarding the ancient languages and other such highly specialized subjects, but in the science of government, in history, and in economics, in addition to those other lines which shall make them efficient producers. Both for voters and officeholders we need today, seemingly more than ever before, an educated conscience—individual and social. But this cannot be brought about if we continue to sacrifice the interests of 94 per cent. in order that the 6 per cent. may be given an education at public expense which shall fit them to be leaders.

We have heard the high school spoken of as the poor boy's college. But it is not. It is the rich boy's preparatory school for the university—rich in intellect perhaps, or perhaps rich in money. Our system of education should be made so democratic that the individual needs of the pupils can be met, whether they aspire to enter college or not. And if this is not soon brought about there will arise in this country a cry against our present system of class education as strong as that which has gone up against all other class privileges.

It is claimed by the critics of this new—and yet old—education that it involves specialization too early. May we not well ask them to first cast out the beam out of their own eye, before they try to pull out the mote out of another's eye, for of all specialization in our secondary schools is any greater than that demanded by many of their subjects? In the classics, for instance, the pupil is called upon to spend four years getting technical information to enable him to pursue a highly specialized study in the university. And the same may be said of some of the present English and science courses. But with this we have no fault to find when the work meets the needs of the pupil. What is here contended is that the

same privilege should be given in lines of work which have a direct bearing upon education in its broader aspects.

The direct result of forcing college preparatory subjects upon our non-college boys and girls may be seen in the fact that only thirteen per cent. of the pupils in the high schools of the United States are found in the fourth year class.[6] And the indirect effect upon those outside of the school is even greater. Last year there were in California, for instance, 71,652 census children who did not attend any school.[7] This is, of course, not due solely to the course of study. But it is due partly to it. How often we heard the remark from boys, "Why should I attend the high school, I'm not going to college?" Or will they say that they do not see any use in this or that subject. Is there not some excuse for such objections? Of course we, as teachers, see value in all the subjects, but in some cases is it not only when we look through our university professor's microscope, and he tells us what to look for? And too often do we not merely think we see it, whether we do or not? Until the boys see, with their natural eyes, some use in what they are asked to study, they will not enter our schools.

The bad effect of this system upon the school attendance is seen indirectly in the results which have followed serious attempt to give the pupils what they want. Take one line of study—the Commercial—for instance. The Commissioner of Education in his last report, says: "Nearly all classes of schools above the elementary grades have made provision for instruction in bookkeeping, stenography, and allied branches. The period of nine years just passed has witnessed the establishment of many business departments as well as complete business high schools in various cities of the country. The pupils taking business courses in the public high schools have increased five-fold, while in private institutions of the same grade the increase has been nearly four-fold.[8] During the same period the number of pupils enrolled in our public high schools almost doubled,[9] while the percentage of pupils preparing for the university fell from 14.30 to 9.82.[10]

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[6] Report of the Commissioner of Education (1903), II., 1816.

[7] Twenty-first Biennial Report of the Superintendent of Public Instruction for California, 18.

[8] Report of Commissioner of Education (1903), I., 1158. Note.—It is interesting to see the progress which is being made in Europe in these lines to meet the needs of the pupils. Those who are interested in this phase of the subject should consult the last Report of the Commissioner of Education (1903), I., 653-662; and "The Meaning and Practice of Commercial Education," by C. A. Herrick, published by the Macmillan Company. Unless the United States wakes up we shall have to follow the example of England and pay to Germany the price of our neglect.

[9] Report of Commissioner of Education (1903), II., 1815.

[10] Ibid., II., 1817.

California has made progress in bringing the high school a little closer to the needs of boys and girls, and the attendance has increased 75 per cent. during the past five years.[11] Many pupils have been induced to come into our schools through the more general subjects and in a large number of cases their interest has been aroused in other lines of work. So that instead of these newer subjects working in opposition to the older they often arouse an interest in them. With this result every teacher will be in hearty sympathy.

There still remains much to be done. Just at present we are not concerned with the minute details of any program. The first thing is to realize that 94 per cent. of our pupils are not going to college, and that they are compelled to spend their last chance for an education in work which is not best suited to their needs. Then our sense of justice, as well as our sense of duty, will compel us to give more attention to those who are not fortunate enough to be able to spend four years of leisurely study in a higher institution of learning.

We might here point out, however, that any course of study prescribed by a body of educators whose purpose is to bring about uniformity in college entrance requirements will be found wanting, so far as the non-college pupils are concerned. At the present time preparation for life and preparation for college touch at but few points. In addition, the average specialist in our great universities is either by training or by environment, or both, unable to see the needs of the boy who is going out into the world, where usually the doings of things is of supreme importance, involving perhaps no knowledge of his specialty.

Who, then, shall undertake to solve this problem? Certainly the men who are in personal contact with these boys and girls in school, who watch them in their progress or failure after they leave school, and who have occasion to consult with their parents and with the men who employ them, for they are best qualified to outline the courses of study for the non-college boy or girl. The leaders in secondary education know the problem, for they are living with it. And they must undertake to solve it if the needs of the pupils who are not going to college are to receive the sympathetic and intelligent consideration which they deserve. It is high time to realize that the sons of the masses in America are worthy of more than the crumbs that fall from the tables of their college brothers.

James Ferguson,
Mission High School, San Francisco.

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[11] Twenty-first Biennial Report of Supt. of Pub. Ins. for Cal., 19.

Historical Review of Recent Discussions Concerning the Articulation of the Elementary and the High School

Mr. President and Fellow Teachers:—

At the last meeting of the State Teachers' Association it fell to my lot to read before the High School Section a paper entitled: "The High School as a Training School for Citizenship."

In that paper I intimated pretty plainly my belief that in this prosperous State at any rate it is neither necessary nor advisable for the average pupil to be cast adrift in the world at the age of fourteen or fifteen. And yet this is what usually happens in the case of thousands who cease their attendance at school when they graduate from the grammar school. You teachers in the elementary schools know how true it is that parents of good children are often too busy and parents of unruly children only too often unable to guide and control their children, and look to you for them what they cannot do themselves. And you good teachers, worthy of your calling, know how often you have done this. But if this is true of many boys and girls of elementary school age, is it not infinitely more true of those who, in the storm and stress of the adolescent period, find irksome the slight restraints of home, and tiresome and uninteresting the simple duties of daily life? Are not young people of this age especially in need of some great inspiration, some strong influence that, entering into their lives at the critical period, shall guide their feet into the paths of righteousness, of manliness, of strength and noble power? And where will young people of this age find such help, such appealing and awakening interests, if not in the high school organized just for them?

Let us look at the seventh or eighth grade pupil from another point of view. You elementary school teachers have worked hard with him. With great labor and patient industry you have given him a considerable command over the means of thought and expression. You have taught him to read, to write, to spell, to number; you have opened up to him the avenues of nature, history, art, and music. It therefore seems to me that you who have borne so much and labored so long cannot be uninterested in the child's next step, must therefore be interested in the work of the high school as well as in the work of your more immediate and fundamental elementary school.

And so it has come about that a joint meeting of the High School Section and the Elementary School Section has been called to consider the special difficulties connected with the articulation of the schools therein represented. And this with the idea that the

closer the connection between the elmentary schools and the high schools, the more effective will be the work of both.

Before proceeding to my historical review I feel compelled to guard against three common misconceptions of this whole subject.

First, it is often stated that attempts at better articulation have all been expected to come from one side—the grammar school side. This, however, is not so. To illustrate. High school teachers of English endeavor to acquaint themselves with the grammar school teacher's work in English and to utilize the same in their work. As continuation courses of the arithmetic and elementary bookkeeping of the grammar school, commercial studies have been introduced into most of the high schools. These studies are found to meet the needs of many grammar school graduates who, but for them, would cease to attend school altogether. Still further, during the last two years great attention has been paid in the high schools of this State to the organization of a first-year high school study of a subject denominated Physical Geography. This study, availing itself of the nature study work of the grammar school and systematizing and deepening that work, serves to introduce the grammar school pupil to the old-established high school science of Botany, Zoology, Chemistry, and Physics.

Secondly, I wish to say that there is no desire on the part of those whose reports I am to give you to make of the grammar school a mere preparatory department for the high school. The suggested modifications for the seventh and eighth grades especially that have been made, have evolved from the steadily growing belief that in the seventh grade there is a more perceptible psychological change in the average pupil than there is in the ninth. In other words, that both as regards subject matter and still more as regards methods of teaching, there is greater need for a change in the seventh grade than in the ninth; that in short, the place for the change from elementary to secondary education is rather in the seventh than in the ninth. It must be evident that men like Dr. Eliot are not working merely to draw more students to Harvard University, but that they are honest in their convictions that it would be wise both to shorten and to enrich the present grammar school curriculum, wise for the boys and girls who never go beyond the grammar school as well as for those who do. Such enrichment and such shortening will, it is believed, create a greater interest in the pupils of the seventh and eighth grades, keep them in school with less friction and less compulsion, *besides* leading them naturally on to the work of the high school.

The third misconception that I feel bound to take note of is the somewhat general fear that there is a desire, on the part of those

who advocate the reforms set forth in this paper, to "rob" the grammar school of two of its grades and disturb the well-being of the teachers of the same.

This can only be characterized as a tremendous misunderstanding of the aims and intentions of those educational experts who have been endeavoring to solve the problem of the higher grammar grades. Even if there were a disposition to do so, the high schools could not afford financially to handle the pupils of the seventh and eighth grades. Of course, we teachers must recognize that the world moves forward, though slowly, and we must at least keep up with it; to a greater and greater extent we must avail ourselves of the pedagogic literature, the teachers' meetings, the County Associations, the summer schools, the Institutes, such meetings as those of this Association, and the National Educational Association. And the teacher who, like Gallio, cares for none of these things, may well tremble for his position nowadays. But the teacher who is earnest and sincere, and also capable and experienced, need not fear that the demand for his or her services will be any less in the future with the proposed modifications than it is today.

And now let us proceed to the historical review of the recent discussions concerning the articulation of the elementary schools and the high schools.

To all of us earnestly engaged in the work of education, the Committee of Ten on Secondary Education and the Committee of Fifteen on Elementary Education are familiar names. President Eliot of Harvard University presided over the former; Dr. Wm. T. Harris, our honored Commissioner of Education, over the latter. In conjunction with the Committee of Ten worked nine Conferences, each Conference consisting of ten members noted for their knowledge and study of the special subject allotted to their conference. We thus have a total of 100 of the most prominent scholars and educators of the United States meeting to consider the subjects taught in the high schools, and making concise, definite, suggestive reports thereon. The volume containing the reports both of the nine conferences and of the Committee of Ten itself, was considered by many competent judges to be the most important educational document ever issued in the United States. That was in 1892.

Now this Committee of Ten constructed from the reports of the nine assisting conferences a chart to show, first, just where it seemed advisable to these experts that certain studies should be begun, and, secondly, just how much school time should be allotted to each of them. We are here, of course, specially concerned with the modifications suggested for the upper grammar grades, that is, for the grades immediately preceding those of the high school. I find that

the committee advises the beginning of foreign language study as early as the fifth grade. The Conference on Latin reported that "the rudiments of the subject, and in particular the forms, can be more easily and quickly mastered at an early age; and, conversely, the study of these things constitutes a less agreeable and less suitable discipline for a mind that is becoming conscious of its powers." ("Ten," p. 61.) The Conference on Modern Languages gave the following reasons for the study of German or French by pupils of 10 years of age: First, "such pupils are able to acquire a tolerably correct pronunciation and make some headway in the practical use of the language because their perceptions are acute, their vocal organs flexible, and because they are comparatively free from that morbid fear of ridicule which impedes their progress in later years. Secondly, their interest is easily kindled, and they are eager to imbibe the life and spirit of a foreign tongue." ("Ten," p. 96-7.)

This discussion of foreign language teaching in the grades naturally recalls to us the report of the Committee of Twelve of the Modern Language Association of America. This was submitted in December, 1898, and is an extremely interesting report, concise, scholarly, and abounding withal in real common sense. Everyone interested in this matter should by all means read this little report of less than one hundred pages. Section V. (see page 36) is entitled "Modern Languages in the Primary [*i. e.,* Elementary] Grades, and Extension of the High School Course." The writers believe that experience is already sufficient to enable us to formulate certain general principles which should always be kept in view in teaching foreign languages in the grades:

(1) The work should be optional.

(2) Unless the pupil has at least a prospect of continuing the study after he leaves the grammar school, it is hardly worth while to begin it.

(3) The subject should be taught by teachers who can manage the language easily and idiomatically.

This report touches upon the subject of the six-year high school course, expressing the opinion that if such a course be provided, a modern language could be very advantageously begun in the seventh grade. The committee approves the six-year high school idea as a good one and thinks it probable that it will meet with increasing favor.

Coming back to the report of the Committee of Ten we note that the other most noteworthy modifications suggested were in history and mathematics. The Conference in History recommended a consecutive eight-year course of history beginning with the fifth grade. The first two years of this course were to be devoted to

Biography and Mythology, based on General History, the third year to American History, the fourth to Ancient History, the fifth to European, the sixth to English History, the seventh to American History, and the eighth to an intensive study of some suitable epoch. That was in 1892. Since then the Committee of Seven in History (reporting in 1899) followed by the New England History Teachers' Association Outlines of 1901, has pretty definitely settled the four "blocks," as they term them, of High School History to be Ancient, European, English constitutional, and American History and Civil Government. But the Committee of Ten's suggestion that the elementary school pupil should study some other history besides American history is still considered pertinent. This suggestion will doubtless be all the more welcome when it is learned that the committee recommends that in the fifth and sixth grades the work should be mainly oral, supplemented by the reading of simple biographical and mythological stories. ("Ten," p. 164.) It is noticeable also that the conference recommended that civil government in the grammar school should be taught by oral lessons only. They at least had no intention of demanding that pages of civic technicalities should be memorized for examination purposes only.

The Conference on Mathematics was, from the beginning of its deliberations, unanimously of opinion that a radical change in the teaching of arithmetic was necessary. Referring to the special report on that subject for a statement of the reasons on which its conclusion is based, the conference recommends that the course in arithmetic be at the same time abridged and enriched; abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline, and enriched by a greater number of exercises in simple calculation and in the solution of concrete problems. ("Ten," p. 105.)

The conference then proceeded to elucidate carefully and in detail these general statements. And their suggestions seem to be thoroughly in accord with what I constantly hear superintendents, principals, and teachers of this State contending for—that is, fewer puzzles, and more work on fundamentals for speed and accuracy.

I have gone thus into details with the report of the Committee of Ten, as it is in many respects the foundation of all the great reports that have followed.

The next report that I will call your attention to is that of the Committee of Fifteen, of which, as you will remember, Dr. Harris was the great inspiration. The report was issued in 1895. It is interesting to note that as a general preliminary to the work in detail the committee unanimously adopted the following resolution:

"The civilization of the age—the environment into which the child is born—should determine the selection of the objects of study, to the end that the child may gain an insight into the world in which he lives, and a command over its resources such as is obtained by a helpful co-operation with his fellows." ("Fifteen," p. 14.)

The Committee of Fifteen adopted by a majority a resolution favoring the teaching of Algebra, though not to the exclusion of Arithmetic, during one-half of the last year of the elementary school course. ("Fifteen," p. 15.)

In the report of the Sub-Committee on the Correlation of Studies in Elementary Education of which Dr. Harris was chairman, the following more detailed statement is made:

"Your committee believes that, with the right methods, and a wise use of time in preparing the arithmetic lesson, five years are sufficient for the study of mere arithmetic—the five years beginning with the second and ending with the sixth; and that the seventh and eighth years should be given to the algebra *method* of dealing with certain problems. ("Fifteen," p. 57.) The committee then at some length defines this last statement, warning readers that the "committee does not wish to be understood as recommending the transfer of Algebra, as it is understood and taught in most secondary schools, to the seventh year or even to the eighth year of the elementary school." ("Fifteen," pp. 57-8.)

A majority of the Committee of Fifteen also voted in favor of Latin in place of formal English grammar in the eighth grade. Reasons are given at some length,* the whole matter being viewed from a purely educational standpoint. The committee evidently considered the year's study of inflectional Latin as beneficial whether the pupil continued it in the high school or not.

The next great report to which I ask your attention is that of the Educational Commission of Chicago made in 1898. This was a special commission appointed by Mayor Harrison to make a searching investigation and suggest improvements for the Chicago public schools. With President Rainey Harper as its chairman, the commission secured the advice and co-operation of fifty educational experts in different parts of the United States.

Under Article V, Section 2, of this report (see page 82) one reads the following recommendation: "That the superintendent and his assistant be instructed carefully to consider and to revise the course of study of the elementary schools—that the work of the different grades, especially of the eighth and ninth, *i. e.*, the first year of the high school, may be more closely correlated and

*Pro. N. E. A. 1899, p. 659.

rearranged with due reference to the special studies introduced in recent years."

Commenting on this recommendation of theirs, the commission speaks as follows: "The revision here suggested should affect especially the eighth and ninth grades. There is a sharp differentiation between the last year of the elementary school and the first year of the high school, and on this account the elementary schools are in a measure isolated in fact and rendered distinct and separate in public opinion. This break in sequence is one reason why more pupils do not go from the eighth to the ninth grade, and explains in part the large percentage of failures among the pupils in the first year of the high school. This percentage, varying from 15 to 30 per cent., is unduly large and would be reduced, we think, if the departmental plan of instruction now common in the high school were extended, as elsewhere recommended, to the upper grades of the elementary schools. In this way the pupils would become accustomed to working under a number of teachers, and would not be hampered by the abrupt change of subjects and methods which now marks their entrance to the secondary schools. The chasm between the eighth and ninth grades has been already partially bridged by the introduction in recent years into the eighth and even the seventh grade, of studies heretofore only taught in the high schools. Latin and algebra have their justification in elementary schools on their own merits, apart from the advantage which this preparation affords for more advanced work. At the same time, the teaching of these and some other subjects has made the transition from the eighth grade to the high school a much easier one."

Superintendent Dutton of Brookline, Mass., one of the experts whose opinion was sought by the commission, said in this connection that "Nothing is more desirable than to get rid of the gulf that has often separated the high school and the elementary school. In many cases, he says, it has amounted to a caste feeling which has prevented teachers above and below from any helpful co-operation." (See p. 86.)

Farther on in their report the commission speaks favorably of algebra, "properly taught," in the seventh and eighth grades. The commission is careful, however, to guard against formal algebra of high school character by quoting the passage from the report of the Committee of Fifteen that I have already mentioned.

To Mr. Rugh, who is to follow me with a paper this morning, I have handed a very interesting letter from Supt. Cooley in which he explains the present situation in the Chicago School Department of Algebra and the Foreign Languages.

The fourth of the six great reports I wish to call your attention to is that of the Committee on College Entrance Requirements.

This committee was appointed by the Dept. of Secondary Education and by the Dept. of Higher Education of the N. E. A. Appointed in July, 1895, it reported at the Los Angeles meeting July, 1899. Professor A. F. Nightingale was chairman, and Professors George B. Aiton, Paul H. Hanus, B. A. Hinsdale, James E. Russell, Edmund J. James, Charles H. Thurber, and William Carey Jones of the University of California, were members. It would, as you will doubtless admit, be difficult to find an abler or more representative body of school experts in the United States.

Of their long and valuable report, the part that here specially concerns us is their fourth resolution and their comment thereon.

This is as follows:

"*Resolved,* That we favor a unified six-year high school course of study, beginning with the seventh grade." And they comment thus:

"The most necessary and far-reaching reforms in secondary education must begin in the seventh and eighth grades of our schools. The seventh grade rather than the ninth is the natural turning point in the pupil's life, as the age of adolescence demands new methods and wiser direction. Six elementary grades and six high school, or secondary grades form symmetrical units. The transition from the elementary to the secondary period may be made natural and easy by changing gradually from the one-teacher regimen to the system of special (or department) teachers, thus avoiding the violent shock now commonly felt on entering the high school."

So far, in our consideration of this great question of articulating the elementary and high schools, we have been considering reports issued during the last decade of the nineteenth century. Let us now cross the threshold and enter the twentieth. The tendency seems to be still in the same direction.

In November, 1902, at Western Reserve University, Ohio, a report was presented by the principal of the University School, Cleveland. This report represented the results of the investigations of a committee that had been at work on an extended high school curriculum. It showed in tabular form the recommendations of nearly two hundred teachers, principals, and school superintendents of prominence who had made detailed replies to the inquiries of the committee. This report therefore represents an almost contemporary tendency. And this tabulated report shows that according to the opinion of these two hundred teachers, principals, and superintendents, the time limit of secondary education is fixed at six years, and the age of the pupils during that time is fixed at from twelve to eighteen years.

Mr. Paul Hanus, Professor of Education at Harvard University, has discussed this report on the Six-Year High School Idea in his book of last year entitled "The Modern School." He heartily approves of the idea and has this to say about it:

"The difficulty of assimilating the two upper grades of the elementary school with the high school has been pointed out by teachers and school officers. I have always felt, however, that as soon as we have fixed our minds on an object which we regard as decidedly worth attaining, we shall find the means of attaining it. I therefore feel strongly that the first thing to do in order to promote this reform (for I regard it as such—the universal six-year secondary course), the first thing that we need to do is to fix the six-year secondary school as a desirable conception in the minds of superintendents, principals, and teachers.

"I do not think that it is necessary, although it may be desirable, in order to have a six-year secondary program, to have the first two secondary grades in the high school buildings. I see no reason why the necessary instruction could not be given in the several grammar schools, or, at least, in some of them; and I see no reason why pupils could not be transferred to the buildings where that instruction is going on."

Mr. Hanus then emphasizes the desirability of technical training in seventh and eighth grades for those whose schooling will stop there, and also in the last two years of the secondary school for those who will not go on to college.

So he adds:

"Let me put the thing in another way. It does not seem to me desirable that all the pupils in the last two years of our grammar schools today should study foreign languages. Nor does it seem to me advisable that all of our pupils in the secondary schools should spend their time entirely on what are called the academic subjects."

In other words, Mr. Hanus stands for election in the seventh and eighth grades. He strongly believes that for those who intend to avail themselves of a secondary education, a beginning should be made in the seventh grade and the course continued six years.

He concludes:

"There are always many objections to a change in contemporary practice, but I believe that no change is impracticable which is deemed advisable." (See Hanus: The Modern School, p. 104.)

And now, fellow teachers, what have we in California been doing about all this, and what are we going to do? The latter question I leave to you, the former I can answer in part.

All this year there has been meeting regularly once a month a representative Committee of Nine. This committee of three times three represents the three great departments of the State Educational System, namely the Elementary Schools, the High Schools, and the State University. The three memebrs representing the Elementary Schools were appointed by Mr. Biedenbach when President School Section of this Association. They are Dr. A. W. Scott, Prinpal of the Hamilton Grammar School, San Francisco; Supt. Geo. S. Wells of San Jose and Mr. Biedenbach, Principal of the McKinley Grammar School, Berkeley. The three members representing the High Schools were appointed by the President of the High School Section of this Association. They are Dr. A. W. Scott, Principal of the Girls' High School, San Francisco; Mr. F. W. Clark of the Lowell High School, and myself. The three members representing the University were appointed by President Wheeler. They are Professor Stringham, Professor Brown, and Professor Lange. Dr. Moore has been recently appointed to fill Dr. Brown's place during his absence on account of illness.

This Committee of Nine has had in mind the great reports I have referred to in this paper and it has from time to time consulted with men and women recognized as experts in certain lines of work. It has aimed to be carefully conservative, but it has ventured to make certain definite suggestions in keeping with what seem to be present-day progressive tendencies. This committee recommends:

In LANGUAGE:

1. The teaching of a foreign language in the seventh and eighth grades as an elective.

2. That such foreign language should be French or German; where local demand exists, Latin may be introduced.

3. That such language shall be taken as a substitute for other work now taken and only by those electing it.

4. That such foreign language shall be recommended for school systems large enough to supply a course in some one or more selected schools.

5. That such language shall be taught by (*a*) a special teacher, (*b*) the regular class teacher, or (*c*) a regular teacher working on the department plan, as local conditions determine.

In MATHEMATICS:

1. That as a substitute for much of the present seventh and eighth grade arithmetic that is unnecessary or worse, there be a

course in mathematics to include the use of the equation and certain applications of geometry, particularly such as are helpful in the work of manual training.

2. That the subject matter to be introduced be embodied in a printed manual, following, in its essentials, the work laid out in W. G. Spencer's Inventional Geometry and S. E. Coleman's Algebraic Arithmetic.

3. That the manual be so constructed as to combine the subjects of geometry, algebra, and arithmetic in a unified course of study which shall take the place of the present arithmetic of the seventh and eighth grades.

4. That geometrical drawing, both by free hand and by the use of instruments, be emphasized in the manual.

5. That the manual be the only text-book in the hands of the pupil.

6. That the manual be prepared under the auspices of the State Board of Education.

7. That the teaching of these subjects be entrusted only to persons who have specially fitted themselves for this work.

8. That the subjects taught be connected as much as possible with the facts and experiences of everyday life.

In SCIENCE:

1. That, as far as possible, the nature study work be closely allied with the personal experience of the child: for example, that it center about a school garden or have to do with objects and circumstances in the child's environment.

2. That it would not be wise to attempt to make of the nature study work a definite scientific course of study, lest this might tend to eliminate he child's growing tone and interest for natural objects.

3. That the work in nature study should be so correlated with the work in physiology, reading, and physical geography as to make these studies more attractive and prevent the work of nature study from falling as an additional separate subject upon an already overburdened curriculum.

4. That no text-book should be put in the hands of the child for this subject, but as many simple illustrative experiments as possible should be performed.

In HISTORY:

1. That too much time is devoted in the grammar school to United States History and technical problems connected therewith.

2. That a better articulation of the secondary and elementary schools would make it possible to shorten the course in United States History and thus afford room for more work in general history of a biographical nature.

Now, ladies and gentlemen, I have completed the task that was assigned me. I have given you a resume of the great reports of the last fifteen years. Beginning with those of the Committees of Ten and Fifteen, using as commentaries the reports of the Committees of Seven and Twelve on History and Modern Languages respectively, I went on to the report of the Chicago Educational Commission of '98 and the College Entrance Requirements' Report of the same year. Coming to the twentieth century, I gave you the leading idea—the six-year high school idea—of the Middle States' Conference with Mr. Hanus' report thereon. Coming right home to our own State, I have given you the conservative suggestions of the Committee of Nine. I have tried to be fair and clear, I leave it for you to accept or to reject in whole or in part. But whether the history or the arithmetic or the language work be modified, whether the methods employed be changed or not, let us at least all recognize high school teachers and grammar school teachers alike, that our work is one, our purpose the same. So, with heartfelt sympathy and general co-operation, let us move steadily forward to occupy higher ground. Let us by careful investigation find out the subjects most helpful and necessary to the twentieth century pupil, and then teach them by enlightened methods, methods adapted to the pupil and in harmony with his environment. Let us, above all things, remember first, that the whole question is not a matter of foisting high school studies upon the grades and arranging a course of study primarily to fit for a higher institution, but it is all a question of pedagogic requirements based on physologic and psychologic conditions; and, secondly, that in determining what these pedagogic requirements are, we should carefully weigh and seriously consider the opinions of men and women, acknowledged as experts in educational questions of this sort.

HERBERT LEE,
Principal Mountain View High School.

The Relation Between the Elementary Work and the Secondary Work

The Present Situation and the Attempts at its Solution

The gap between the Grammar Schools and the High Schools is due to difference in origin and development. The Grammar Grades are the flowering out of the Common School movement. They have carried up with them much of the subject matter and method of the Primary Schools. Most of their trained teachers have come from the Normal Schools. The higher educational movement has worked downward as well as upward. The High Schools are the last and lower end of this movement. The teachers are mostly college and university trained. They have carried down with them the subjects and methods of treatment. The text-books are prepared by college men. The schools are visited by the university examiner. These are not arguments for or against the present situation. They are facts explaining one source of the differences. The two ends of the system were first developed. The lower end has evolved the Grammar Grades and the upper end has developed the High School. Imagine two forces of men tunnelling a mountain from opposite sides without a managing engineer and you have a parallel to this situation.

In 1856, President Tappan of the University of Michigan presented, upon a firm foundation, an official formulation of this problem. He said: "An entire system of public education comprises three grades and can comprise but three: the primary, the intermediate and the university.....The Primary School comes first."

The secondary grade occupies the period of youth, of adolescence, or growth. "This is the period when the foundations of knowledge and character can be most amply and securely laid.." "But let it be remembered that the intermediate grade embraces only the apprenticeship of the scholars....Hence the necessity of the universities, as the highest form of educational institutions. . ." No one has ever exposed a logical or necessary basis for the division of school work into six, nine or eleven grades. These are sub-divisions convenient for administrative bookkeeping.

This intermediate period "of youth—of adolescence or growth" is occupied by the secondary schools, the upper Grammar Grades and the High Schools. The pupil is too far developed to be treated as a child, and not old enough to be treated as a young man or a young woman. He is a new creature, and the subjects, methods and disciplines of the Primary Schools are no longer suited to his

development. He resents them if so presented. Seventh and eighth grade work must be more than some mere primary instruction; but on the other hand, the pupils are not yet young men or young women, and diluted, pre-digested university courses are not adequate to their budding manhood and womanhood.

In a deep and fundamental sense, the same problem confronts the upper Grammar Grades and the High Schools. In practice, they are under different management, but parts of a state system. Economy and justice demand that they be articulated.

The situation is acute enough to have produced charges and counter charges. The bill of particulars against the Grammar Schools runs thus: The graduates are deficient in English. Errors in spelling and punctuation, carelessness or ignorance of the rules of grammar, failure to write connected discourses, and to paragraph correctly. Poor in reading and in literary taste.

In Geography, there is (1) Lack of definite knowledge as to location of geographical features, (2) Ignorance of proper interpretation of maps and of the kind of facts which maps may show, and (3) Lack of observation and study of the geographical phenomena of the local environment.

In Mathematics, pupils are careless and inaccurate. High School science teachers prefer that Grammar Schools attempt no science. Bad habits are developed. Grammar Schools have neither the equipment nor "trained" teachers. "Let Grammar Schools develop clear expression and let science alone."

In general it is charged that pupils do not know how to study, how to use books, and that they lack self-control.

Many of the pupils in the seventh and eighth grades mark time by solving senseless problems and analyzing long sentences and repeating work already done.

In answer, it is charged against the High Schools that they are judging fourteen and fifteen year old pupils by college standards. High School teachers are more interested in their subjects than in the pupils. Young lady teachers hold awkward, adolescent boys up to the same standards of neatness and decorum as girls of the same age, forgetting that girls of the same age are at this time more mature than boys.

High School teachers are the aristocracy of the teaching force. This manifests itself in social functions and educational gatherings. They freely express themselves as "tired" of educational people and educational discussions.

There may be truth in some of these charges, but they are aside the mark. They are negative. They are like telling a sick man that he does not look well. They do not suggest the real difficulty and do not suggest a remedy. The justification for collecting and

tabulating them is the necessity of getting them out of the way for a positive solution.

Instead of piling up negative criticisms, it is time for us, as good citizens, to apply Jefferson's sane direction, to "keep our eyes steadily on the whole system." The whole of the system gives the meaning to each of the parts. We must formulate the functions of Grammar Grades and those of the High Schools as parts of a system. Then we may hope to study their articulation.

The High School problems have come upon us all in a heap, and it must be said that no other educational problems have been attacked with more vigor, and, upon the whole, with so much success. But most of the effort has been expended upon the subjects. The functions have been assumed or implied, instead of being grasped as determining factors.

Function of High Schools.—Two diverse views are held. President Wilson, of Princeton, says that the Secondary Schools are not planned for the masses, but are to serve the favored few. Huxley is quoted as holding this view when he says: "It is the business of the High School to discover genius. If the nation could purchase a potential Watt or Davy or Farraday at the cost of a hundred thousand pounds, he would be dirt cheap at that money in the narrowest economic sense of the word."

In the current number of Education Professor Foster of Bowdoin defends this view by the doctrine of evolution. The High School is the place for the fittest to survive. By implication the unfit for the present High School is unfit for more education. In support of this position is the fact that few do attend—whether the favored or fittest, is not evident.

Quite opposed to this view is the doctrine that the High Schools should be planned for the masses—"the college of the common people." The High Schools as public institutions are legally defined thus: "established by the public—supported by the public—controlled by the public, and accessible to the public upon terms of equality, and without special charge for tuition."

Shall the High School be a "fitting school" or a "finishing school?" The High School occupies a peculiar position. President Harper described them as "stopping in the middle of a situation." John Dewey says, "The High School at present has no definite task of its own, and no specific aim. It begins at no definite point, and it ends at none. It carries nothing to completion, but spends its energies in preparation for a work finished elsewhere. It makes beginnings, of the issue of which it has no vision, and over the consequences of which it has no supervision."—*School Review,* Vol. II., pp. 19.

These middle schools would have a definite problem if they proposed to help the adolescent into manhood and womanhood, and took the firm ground that this must be the proper and efficient preparation for college. Dewey has defined their own peculiar problem from this point of view, to be: "that of opening to the mind avenues of approach to all the typical phases of nature and society, and acquiring a sympathetic knowledge of these areas of life—culture, in a word."

"The proper aim of elementary tuition, I should say, is to organize the instincts and impulses of children into working interests and tools. The stress should be upon method, not upon results; not that we do not want results, but that we get better results when we transfer the emphasis of attention to he problem of mental attitude and operation. We need to develop a certain active interest in truth and its allies, a certain disposition of inquiry, together with command of tools that make it effective; and to organize certain modes of activity in observation, construction, expression, and reflection."

This looks toward a solution. But part of this period of life is occupied by the last years of Grammar School. This raises the question of adjustment.

There are three possible methods. (1) Plan the Grammar Schools to fit the High Schools as they are. This is an illogical proposition. No broad-minded school man advocates it. (2) Adjust the High Schools to the Grammar Schools as they are. If we could assume that the Grammar School work was perfectly planned and perfectly executed, this would be a perfectly logical procedure. There are not a few who advocate this method of adjustment. They argue that they take the children as they come and do the best they can with them. Let the High Schools take what they get and do the same. As a matter of fact this is just what the High Schools have been doing. But they object to what they get.

(3) The only sound way to secure an economic and efficient American System is to carefully reorganize our doctrine of education and the curriculum in the interests of developing manhood and womanhood. We need a Copernican child centered system to take the place of the Ptolemaic subject centered systems.

What are the conditions which demand such radical measures? From the time when the three "R's" were the essentials of an elementary education, and Latin and Greek were the essentials for preparation for the clergyman, industrial and social changes have been momentous.

Under the old order, the child co-operated with parents and older and younger members of the family in producing the necessities of physical existence. This individual responsibility and social

sharing of burdens and rewards of labor, along with the kind of thinking it required, furnished the child with industrial and ethical training. All the schools needed to do was provide for elementary pupils the three "R's," and for the professions, the academic branches.

Now the child's necessities come to him ready made—made behind doors marked "Positively no Admittance." He does not cooperate with any but his equals. We class him with his kind in family, school and church, and shut him off from the rest. He has time to play, not in co-operation, but in opposition. He must dodge trolleys, policemen, neighbors, and sometimes his parents. Society, politics, business, the churches, show changes as great as these of the home. The historic institutions have taken on the form of the new democracy. Rightfully, the school is the last to yield to a new movement in civilization. A new variation must prove itself "fit" before the school has a right to consciously aim to perpetuate it.

Together with these social changes, the whole field of knowledge as means of education has been revolutionized by the doctrine of evolution. If the theory of organic development did not include the problem of education, the fact that it has reorganized its subject matter would make new demands upon us. But when we remember that evolution gives us the most rational explanation of education, it is time we allow it to suggest the organization of the schools.

The new situation is upon us and we have already made heroic efforts at meeting it; but we have tried to do it mostly by additions. The most obvious aspect of present civilization is this industrial division of labor and corporations. This has turned our minds towards business. Schools must train for vocations. There are so many vocations. Manifestly there must be different subjects, different training, and finally different schools. Some of the few subjects have been urged on industrial grounds, such as Manual Training and Science. Others are urged for cultural reasons; such as Music and Art. Still others, like Drawing and Nature Study, are urged for both reasons.

In methods, there is just as much confusion. To the primary and academic methods of the old regime, science and laboratories have added new ones. To increase the confusion, we have tried to handle the new subjects by the old methods, and according to the old system of discipline. The courses are congested, resulting in very little serious study. Home study is prohibited under fifteen years of age, and the day has been shortened.

What do we seek to gain by articulation? The general press says we must save time. The man or woman should get at professional training a year or two earlier, and should become productive

agents that much sooner. This is a business demand. It forgets that the great progress of the human race is due in great measure to the lengthening of infancy, the learning period. Against this argument for early vocational training, let me quote President Eliot, who says, "In democratic society, the classification of pupils, according to their so-called probable destinations, should be postponed to the latest possible time in life. The fundamental fact in the situation is, the pupil is an adolescent. He is not a child grown larger, needing arithmetic problems with larger numbers and more processes, and longer sentences in grammar.

Prof. Ellis has concisely stated the most important known facts about adolescence in these words: "The High School receives the adolescent youth, with a new and changing body, disequilibrated now by new and rapidly developing organs connecting him with the race; by a rapidly medullating brain, by new grown heart muscles and heightened blood pressure; a creature with intense but fickle emotions; with a rising sense of self-importance; with vague aspirations and longings for great things; with new religious and social needs; with his love of activity for the mere sake of doing, passing into a desire to do things having a real end; with the infantile sense of dependence and willingness to obey mere authority yielding to a feeling of self dependence and a desire to control himself—a changing, high pressure, destructive-constructive creature, now yearning for the unattainable ideal, now tingling with the desire to do things and to count for something in the world."

ATTEMPTS AT A SOLUTION

First.—Entering the High School at the beginning of the adolescent period. Sixth or Seventh Grade pupils may enter the Boston Latin School by examination. Head Master Tetlow writes: "Scholars who enter the sixth class from the middle of the Grammar School course are better fitted for academic work of the fourth class at the end of the two years, than scholars of same ability who stay these years more in the Grammar School and enter the Latin School with the Grammar School diploma. This may be due to some extent to the fact that the Latin School classes are somewhat smaller than the Grammar School classes; but it is due to the training of the foreign languages and to the concentration of work on academic subjects." In Kansas City pupils enter the High School from the seventh grade. Supt. Greenwood's reports show that they gain a year in this way.

Second.—Placing the whole public school period under one management, divided into eleven or twelve grades.

Supt. Cooley writes that they get the best results in time and

scholarship in a school where the work from kindergarten to High School inclusive is done under one management.

Third.—Introduce High School methods and some High School subjects into the upper grammar grades by elective courses and departmental work.

(*a*) With elective courses the subject matter is divided into prescribed and optional work. Parallel courses with the different options are formed. Each pupil enters a course chosen by or for him, and this choice excludes the others. This is in contrast to the prescribed courses in which each pupil takes what is "dosed up" or is "cinched." In New York, German, French, Latin or Stenography may be elected in the eighth grade.

New Orleans allows Algebra in the eighth grade.

In Columbus, Ohio, the pupil may elect Latin in the eighth grade.

In Cleveland, Ohio, bookkeeping may be elected in the eighth grade.

From Chicago, Supt. Cooley writes: "The only modern language taught in the elementary grades is German. German may be introduced into the fifth, sixth, seventh and eighth grades of the elementary schools on petition of seventy-five pupils who wish to take the study."

"Latin is taught in about twenty schools in the seventh and eighth grades. However, the number of pupils taking Latin is so small that it has very little effect on the study of Latin in the High School."

"Algebra and Geometry are taught in the elementary schools only in an elementary way, in connection with arithmetic. No text-book is used."

Worcester, Mass.—Pupils may elect either German or French in the seventh grade. Latin or Algebra in the eighth grade. Algebra or Geometry in the ninth grade. There are special teachers in French and German. The other electives are taught by the grade teachers.

Boston, Mass.—"In a very few schools a few scholars take Elementary Latin and French Elementary Algebra and Geometry; but their number is so small as to have no practical effect on the results of the instruction given." Supt. Conley, Nov. 18, 1905.

The prevalent argument for elective courses is utilitarian, looking toward trades or preparation for High School or college. The arguments against it are mainly based upon the dogma or formal discipline; with these added: it is not the business of public schools to provide training for the trades. The major premise for this argument has never been clearly stated. The child, or even the High School pupil, is not old enough to choose his course.

They do not know what they will do after school. They choose "snap" courses. The pupil does not really choose courses, but associates and teachers.

In the Harvard Seminary study of elective courses, 72 per cent. of representative men favored election and gave the following reasons: "It aroused interest in work; it developed a sense of responsibility and self-reliance; it gave increased ability to meet difficulties and increased power of concentration; it is consistent with breadth of thought and thoroughness; the pupils were able to take work in which they were permanently interested, and thus have been able to get more out of life."

About 6 per cent. opposed elective courses for the following reasons· "It promotes superficiality, planless choosing; the omission of subjects essential to a liberal education; evasion of disciplinary courses."

After fiften years of agitation, elective courses cannot be said to have any firm hold upon the fifty largest cities of the United States. The so-called practical school men are mostly against it; but mostly on administrative grounds. Most departments of pedagogy in the universities are advocates of the system on pedagogical grounds.

(*b*) Department Work.—By this system one teacher presents one subject to 150 or 200 children per day, instead of five or six more subjects to 40 or 50 children. In California it is now in operation in most city schools in some subjects such as Drawing and Music. This is extended to include all subjects in grades in Alameda and in grades of the McKinley school in Berkeley, and others.

Departmental work is done in 146 schools in New York City. After a thorough study, the Board of Superintendents recommend: "That it is the sense of the board that encouragement should be given to the adoption of the departmental system of teaching in the elementary schools having grades in the seventh and eighth years, but that it should not be made obligatory upon all the schools.

ARGUMENTS FOR DEPARTMENTAL WORK.

(1) Teacher's preparation will be easier and more thorough. The skilled specialists are sure to kindle interest and enthusiasm.

(2) The system will admit of needed enrichment in upper grades. One equipment in science or manual training may serve for many pupils, and will have one teacher responsible for it.

(3) Pupils may be promoted by subjects instead of by grades at stated times.

(4) It will insure unity and completeness in each subject. If a teacher presents a subject through two or three years, there will not be needless repetition and reviews, thus saving time.

ARGUMENTS AGAINST DEPARTMENTAL WORK.

(1) Specialists have exalted notions of the importance of their respective branches, and demand too much from pupils. They estimate results by academic standards.

(2) Teachers are more interested in their subjects than in the pupils. They cannot get acquainted with a pupil by teaching him only one subject.

(3) Proper correlation is difficult. Subjects are isolated.

(4) Management is difficult. One poor or weak teacher disorganizes the entire class for all teachers.

(5) Proper allotment of time to different subjects is all but impossible and supervision is greatly complicated.

(6) For upper Grammar Grades about 90 per cent. of the teachers interviewed want to teach Arithmetic and Grammar.

A REVIEW OF THE SITUATION REVEALS A THREEFOLD DIVISION

(1) The period of adolescence divided between Grammar Grades and High Schools with divisions in subject matter, not to mention the pernicious sub-divisions such as form and content studies.

(2) A division between educational thinkers and educational practitioners.

(3) A division into vocational and cultural subjects and schools.

All these are divisions in subject matter of education. What knowledge is of most worth? This confusion arises because the industrial, material aspect of the present civilization dominated the masses. The law of matter is exclusion, diversity. On this basis we have division of labor, diversity of interests and aims. The law of life in assimilation, co-operation. On this basis we have organization, unity of aims. There is no necessary and final antagonism between these two aspects of civilization, but education cannot be dominated by the principle of division of labor as interpreted and applied in the material world: because the child's life is a unity of constant and variable elements. Whole-souled activity is demanded in each school exercise and is reinforced by the whole life of the teacher.

We must solve these differences by swinging from the material pole to the life pole of the new democracy, which values men accord-

ing to their manhood as well as by what they possess and what they can do. This at once recognizes the unity of social life and the diversity of gifts and trades. It gives scope for dominant interests, but demands that all interests be dominated by the principle of manhood and womanhood.

Rousseau has well said: "The common vocation to all is the state of manhood; and whoever is well trained for that cannot fulfill badly any vocation which depends upon it. Whether my pupil is destined for the army, the church or the bar matters little to me. Before he can think of adopting the vocation of his parents, nature calls upon him to be a man." This might imply antagonism between training to be a man and training to be a workman. President Roosevelt in his last message stated the case more accurately when he said: "This nation stands for manhood first, and for business only as an adjunct to manhood."

It is not a question of choosing between training for manhood and training for business, but a question of giving each its rightful place. Seeking the kingdom of manhood and womanhood will add all else worth while. There can be no solution or system on a utilitarian basis. This exalts means into ends. There can be many low aims, but only one supreme end. The greatest includes all others worth including. Each child must be viewed as a developing citizen instead of an embryo lawyer or engineer. It is argued that all good teachers aim at manhood and womanhood. Well, they do when they talk about it and then they go about teaching multiplication table or fourth declension as if they had been joking. These must be taught, and taught well; but they will be taught quite differently by a teacher whose enthusiasm is in these subjects instead of in the child. The blindest teachers are those who cannot or will not see the radical difference between these two states of mind. Real teaching enthusiasm in the subject is begotten of real enthusiasm for the child.

My materialistic or utilitarian friend, or enemy, will at once ask, "What can manhood or womanhood as an end do to help the teacher teach Spelling or Arithmetic or Nature Study?" This is a fair question and must be fairly met. Nothing so demonstrates the confusion or short sightedness of utilitarianism as the failure to see the vital relation between these high ideals and the details of school work as the failure to see that nothing short of a flesh and blood manhood and womanhood fit to stand the strain of the present social situation can tell how or why to teach anything.

We must have better results in spelling and language, in mathematics and the rest, but the world is also sorely in need of common honesty, decency, kindness and honest productive labor. Make these the supreme aim, and they leaven the whole lump. The

teacher with manhood or womanhood will be ashamed to teach poorly. The pupil inspired by these higher, finer ideals will be ashamed to misspell and to speak poorly. Growing manhood requires clear thinking, clean feeling and resolute action.

These historic committees worked and reported upon subjects. The arguments for elective courses and departmental work are in the interests of subjects and teachers. How little the child has figured in the discussion!

The needed reorganization cannot be accomplished by centering our attention upon the subjects. Subjects are sub-divisions, or partial views of reality, and they will divide us as they always have done; never unite us. The subjects are important factors in the problem, but they are not fundamental ones. The teaching sin of the ages has been exalting means into ends. It is not so much a problem of arranging the traditional subjects as it is a work of evolving a well-rounded system, founded upon the nature of developing childhood. The subjects are forever changing; in matter, arrangement and importance; but children grow and develop now as they have for ages. The essentials of manhood and womanhood have been the same from the time of Socrates and Christ till now.

The seventh and eighth grade teacher have essentially the same problem as has the High School teacher. President Eliot says: "It is not so much a question of what to teach as how to teach." It cannot be solved by regrading or redistributing the subjects. This problem will begin to be solved in the particular case and finally in general when each and every teacher brings the essential aim of the process to the front as the determining fact. So long as the Grammar Schools hold in a half-hearted way, and indefinitely the aim of preparing boys and girls for life, and the High Schools hold the much more definite aim of fitting boys and girls for the university or college, no articulation is possible. A healthy adjustment can never come until fitting for life and for manhood and womanhood is identical with fitting for the university. This does not mean that the grammar schools can work independently of colleges and universities. Each school needs the one above it; not as a task master setting tasks on which to be examined, but as an inspiration and opportunity.

But what becomes of the teacher's enthusiasm for her subject, if it loses its logical structure by being adapted to the child? It is given a new and logical structure from a new and more inspiring standpoint. It becomes a great means of social service, instead of one of self-satisfaction. Herein is the greatest problem of professional training: reorganizing the subject matter from the child's standpoint, instead of from the adult standpoint.

For the grammarian the parts of his subject arrange themselves by the law inherent in the subject. He allows his principle of organization to dominate the arrangement.

The true scientist is an adult and demands the logical order in his subject. The pupil is a growing child and his development demands that the material be arranged in psychological order, determined by the child's increased ability and acquired ideas.

The teacher must take both these views with the purpose of bringing them into unity. Instead of being slave to his subject or to the logical order, the teacher must be such a master of his subject, and such a student of his pupil, that he feels free and able to adapt the subject to the growing demands of the child's life.

The division of secondary schools into classical, commercial and polytechnic is illogical and unfortunate; not because these lines of work are not needed in a modern school system, but because it at once recognizes a class distinction which is unfair to each set of pupils. At once, one or the other becomes the dumping ground for the lower half or third of the graduating classes.

There must be drawers of water and hewers of wood; but they have a right to the finest in literature, music and art. They have a right to the associations of those who have chosen these arts. Again, the Latin and Greek student in these days needs to learn a healthy respect for the man of the trained hand.

The proposition which will solve articulation and graduation is this: do the best possible thing for the child to help him into manhood and womanhood, and make this the preparation for the next grade; whether it be the fourth grade, the High School or the University.

The most unjust doctrine that a mean materialism has thrust upon the unsuspecting teacher is the one that the child that is going to drop out must be treated differently from the one going on, just because of this difference. As if the teacher knew enough or had the right to determine these things. No other conclusion is possible from the utilitarian standpoint. Fortunately for us, the great educators and the great committees have expressed themselves against this false doctrine. President Eliot says, "The American teacher does not propose to accept the principle that the child whose education is to be shortened should have the scrappiest and least power-giving course, just because the course is to be short." In a recent address, he defended these three propositions: (1) "Every subject which is taught at all in a secondary school should be taught in the same way and to the same extent, to every pupil so long as he pursues it; no matter what the probable destination of the pupil may be, or at what point his education ceases." (2) "All subjects are of equal educational value, if taught equally well." (3) "Fitting for college is essentially the same as fitting for life."

Commissioner Harris says: "All pupils should have the best course of study while they are in school, and the best course of study should be the one required for admission to college. "In every grade, two ideas should rule. He may be in school ten years hence, or he may never be in after tomorrow. Each day he should have the best." President Jordan says: "The secondary schools should give the pupils work on which the world can build; the universities desire work upon which they can build. These demands are identical."

Having chosen an aim of education that is large and concrete enough to organize all the worthy and essential activities of human life, and having discovered the real nature of the subjects to be used, we are ready to formulate the specific doctrines and practices.

History shows that all additions to the curriculum have been made for practical reasons; but history also shows that great teachers and great learners have used them for higher ends. Natural Science, Nature Study, Manual Training, Modern Languages, are viewed by the world as necessary for vocational training. They are in the curriculum to stay. The teacher must view them also as the efficient means of training for the largest possible life. The objections against these subjects, against elective courses and departmental work, disappear in the hands of the professionally trained teacher because she views them from the child's standpoint. Children and teachers differ in tastes and activities. The complexity and diversity of human life, from which nature and society may choose, is in no way more strikingly manifest than by the fact that no two of us look or think alike. If schools and teachers are to be handmaids of nature, to help development and variation and selection, we must humbly admit that we cannot and should not attempt to prescribe the same intellectual food for all children, nor to prescribe the same work for all teachers. The heart of human character is the power and disposition to exercise rational choice. Life is a selective principle and chooses in terms of dominant interests. Shall we deny the child the right to exercise this instinct and power, until after he leaves school? On this basis, the principle of election is true for the whole course, and if only worthy subsubjects and activities are presented for choice, how can harm come?

In the primary school, the child chooses particular activities. In middle schools he may choose subjects. In the university he chooses his vocation. In manual training, the child has no right to choose whether he will or will not use his hands; but he has a right to choose whether he will make a basket or a hat. In nature study, the child has no right to choose whether he will or will not observe, study and report on some natural phenomenon; but he has a right to choose whether it will be a butterfly or a tadpole.

What is needed in each grade, for each child in each lesson, is a scholarly teacher, inspired and guided by a consciousness of the worth and dignity of a really human life. Not in a vague, general fashion, but one who knows the significance of infancy; the possibilities of the child; the dangers and potentialities of adolescence; the ambitions of a normal young man or woman; the works of maturity, and the blessing of age. In short, a teacher who can hold before her "inward eye" the growing diversities and yet magnificent unity of a fully rounded human life.

PROPOSALS.

1. Professional training for all teachers, insuring

(*a*) Knowledge of, and interest in child development.

(*b*) Genetic view of subjects to be taught, added to a thorough going academic view.

(*c*) Certificating teachers in subjects in which they have taken professional training, looking toward departmental work.

2. Legal enactments:—

(*a*) Allowing assignment of home work from fifth or sixth grade upward. This would give responsibility when absent from teacher. It would help teach useful employment of time out of school.

(*b*) Extending hours of school till 4 p. m., giving time for Manual Training, Domestic Science, Laboratory work and Field work.

3. Reorganization of the seventh and eighth years of grammar school, and first and second years of High School courses giving following options, allowing change of course after two years. English and History prescribed.

(1) German or French, or probably Latin.

(2) Algebra or Geometry, or Commercial branches.

(3) Manual training and Domestic Science or Gardening and Elementary Science.

(4) Botany, Zoology, or Physical Geography.

All of these subjects to be so arranged as not to be repeated in the High School.

Promotions by subjects, allowing pupil to enter the High School from the middle of the seventh grade, end of seventh, or middle of eighth grade.

4. Departmental work with each teacher taking two subjects; preferably one prescribed subject, and one elective, insuring time and points of view for a better understanding of and deeper interest in pupils.

C. E. Rugh,
Principal Bay Grammar School, Oakland.

Library Association of California

President.....Joy Lichtenstein, San Francisco
Vice-President.....Miss Minerva Waterman, Santa Cruz
Secretary.....Miss Anna L. Sawyer, San Francisco

The meeting of the California Library Association opened at 9:30 A. M., December 27th, in the Unitarian Church, Berkeley, President Lichtenstein in the chair. About 200 were present. The first paper was presented by Mr. Cubberley of the Department of Education, Stanford University. He emphasized four things that the State Library can do for schools outside of large cities:

First. The State Library should send a travelling library to each school in the State, and there should be co-operation in selections with the County Superintendent.

Second. The State Library can collect and distribute pictures for loan collections to the schools for special work.

Third. The State Library can collect lantern slides.

Fourth. The State Library can issue a series of bulletins for teachers on special subjects for supplemental readings.

The discussion was led by Professor Ackerman, State Superintendent of Public Instruction, Oregon. He said, in brief, "There are three classes of people we must care for:

First. The child at home who has books and likes them.

Second. The street gamin who knows nothing about books.

Third. The child who is compelled to go to the country school for books."

D. D. White, County Superintendent of Solano county, suggested that lists of books be sent to county schools; also that each district have a paid librarian to select, buy and care for the books in schools.

Mr. Green, of Oakland, spoke for Mr. Gillis, the State Librarian. He spoke of the law of 1903, which enables the State Library to distribute books throughout the State, and said further that the State pays charges on all books it sends out. Mr. Bruncken added that it ought to be the business of everyone interested to talk with newly-elected members of the Legislature and insist upon a liberal appropriation for school libraries.

Recess of ten minutes.

Mrs. Whitbeck, Librarian of the Juvenile Department, Berkeley Public Library, spoke of the methods of interesting a child in

reading. She suggested the use of all helps, such as catalogs, annotated lists, etc. Also suggested placing non-fiction books on upper shelves, where they would first attract the eye of the child, and fiction on the lower shelves. She suggested book-mark lists, picture bulletins, and a shelf of books underneath the bulletin to supplement it. Also spoke of the story hour, and its good influence on the children. She thinks the librarian ought to be familiar with the juvenile books, that they may be more helpful. The next paper was by P. W. Kauffman, City Superintendent of Schools of Pomona, and was read by Miss Prentiss. This subject was, "Methods of Attracting the Teacher." The discussion on the paper was opened by Miss Schallenberger of the State Normal School, San Jose, who spoke of the collective method of dealing with children. She thought that if children like mechanical work more than books they should be allowed to carry out their ideas, but in such a way that the mechanical should lead up to the library. She laid stress on the value of discussion between teacher and pupils of the books read out of school, by the latter, and of the study of art and music.

Mr. Young, of the Lowell High School, thought it easier to get reading done in elementary schools, and spoke of what the Lowell Reading Club has accomplished.

Professor Kellogg, of the Hamilton Grammar School, said that the teachers should interest the pupils in good books and that the children should be given freedom in their choice of books. Also thought auxiliary reading essential to train children in the use of books.

Miss Leet of Oakland said she would not talk further because everything had been said already.

On December 29th, the meeting was held in the Christian Church, Berkeley. The general subject was "Co-Operation Between Teacher and Librarian." The first paper was read by Miss Evangeline Adams, of the Laguna Honda School, San Francisco, on the question, "How may librarians best acquaint themselves with the needs of the school room?" She said, in part, that as San Francisco is about to erect a new library, she would make some suggestions of helpfulness to the teachers. She cited what has been done by librarians in Eastern cities to help the schools. She suggested that when library books are sent out to schools, a library assistant should be sent to the schools to take statistics and to make and receive suggestions. In one city the Library Trustees of the Public Library are planning to establish branch libraries in all of the schools.

Miss Adams emphasized the need of developing the library habit. Teachers should know what the library contains, and chil-

dren taught the use of it. The library can prepare lists for teachers and can group books on certain subjects for use by the pupils. The discussion was opened by Mr. F. B. Graves of Alameda. He told what Alameda is doing for the teachers; also said there was no solution offered as to who should bear the responsibility of the books that are sent from the library to the school.

Miss Russ, of Pasadena, sent a paper, which was read by Miss Sawyer, on the subject, How teachers may make themselves familiar with the possibilities of the Public Library. First, by co-operation with the library. Next, by using helps in the way of catalogs, booklists, indexes, guides, etc. She spoke of old and new ideals and of the reason the schools need a public library; of the need of the right kind of literature—of special topics for collateral reading—of the value of co-operation in book purchases. She finished with a plea for more active work and interest on the part of the teacher. The discussion was lead by Miss Weed, of the San Francisco Public Library. She said the fact ought to be emphasized that the child's choice of books is usually guided by the teacher. She said teachers ought to visit the library often. She questioned, Do the teachers take advantage of what is offered by the library? There are 1,200 teachers in this city and only 100 have taken out cards at the Public Library.

Mr. Barker, of Eureka, gave advice to teachers to study the literature of the subject in hand, and then to study the library; to use the A. L. A. index and other helpful lists. He then related experiences in Eureka. There are now six school libraries there, and they give out more books than the Public Library. Some County School Boards turn over the business of buying books to the publishers—the result is that the school library is not a good one. He made the following point emphatic—that a list of books made out by librarian and teacher should be incorporated in the course of study. He suggested that the Teachers' Association might bear the expense of such a list. He said further that we must educate the youth, if we expect good citizenship.

The next paper was read by Mr. G. T. Clark, of the San Francisco Public Library, on Methods in school circulation of library books. He said in substance, "There are 3,274 school districts in this State, and about 70 public libraries. The methods of school circulation must differ to suit local conditions. The system adapted to the needs of a town of 4,000 will not suit a city of 400,000. Three methods have developed for the circulation of library books through the schools. The simplest is that by which the children are sent directly to the library with a list of books assigned by the teacher. The second method is that by which books are loaned to classes on teachers' cards. The third method is that of classroom libraries.

Under this method the library has a school duplicate collection made up of books suitable for circulation in grades. Any of these methods demand continuous activity of school and library."

The discussion was opened by Mr. Millspaugh, of the State Normal School, Los Angeles. He attributed the success of different methods of circulating books in schools to the interest of the teacher. He said, "There are not libraries enough to supply the demands of the schools." He suggested excursions to the library with the teacher to browse for an hour or so among the books. Miss Smith, of Chico, thought the discussion had been limited to city schools. She thought a room should be set aside in every school for a reading room, where a miscellaneous collection of books, pictures, etc., would attract the children.

Mr. C. C. Hill, of Palo Alto, continued, "A large library may be ineffective through poor management, and a small library effective because of good management." He said also there should be more freedom in school and library administration. Let the schools use their influence to get more funds for the libraries. Mr. Greene followed and said, "To solve the question of co-operation there should be a large amount of money. Teachers should not be responsible for the library books used in their classes, and they should report on the use of the books." Mr. Greene moved an appointment by the President of three teachers and three librarians to consult and report on the relations between libraries and schools. This was seconded. The President remarked that this meeting between librarians and teachers has been productive of good and that the relationship ought to be continued.

A lady rose and gave out the thought that parents should be made interested in the reading of their children and in buying books for them. Mrs. O'Neil, of the San Francisco School Department, said she was glad to see the interest the librarians take in the teachers, and would like to see a branch library in every school.

The President suggested the possibility of bringing school libraries into use in small communities, after school hours. A lady rose and said that in Gloversville, New York, every year the librarian meets the grade teachers and discusses books for supplemental reading for the next year.

Miss Smith, of the Denman Grammar School, introduced reading in her class and was pleased with results.

The meeting adjourned.

The meeting opened at 9:30 A. M. on December 28th, with President Lichtenstein in the chair.

After the opening remarks by the President, Mr. F. F. Bunker, of the State Normal School of San Francisco, read a paper on the subject, "Should the State Texts Be Supplemented?" Mr. Bunker

said in substance, "There is a general feeling among teachers that they should use text-books only; but the new education is a desire to enrich the course of study by supplemental reading, by nature study excursions, etc. Text-books are written to sell, and are therefore limited. The school and library should work together."

Mr. Furlong, of the State Text-book Committee, gave a report of the work of the Commission. He said we should not use inferior texts.

Miss Coulter, County Superintendent of Sonoma County, said, "Children should be allowed to use books they can understand; all texts need supplementing."

Miss Prentiss, of the Pomona Public Library, thought that librarians have gone more than half way to meet and help teachers.

Mr. Linscott said that texts need supplemental texts.

Mr. Fairbanks, of Berkeley, said that all text-books are dry bones except when enriched by outside reading.

Open discussion followed and then a recess of ten minutes.

Mr. F. B. Cooper, Superintendent of Schools, Seattle, read a paper entitled, "Is There a Need for Instruction in Library Methods by Normal Schools and Universities?" He advocated co-ordination. The discussion was lead by Dr. Jessie B. Allen of the State Normal School, Los Angeles. She said, "The normal course is very full, and information as to library methods should be restricted."

Mr. J. C. Rowell, of the State University Library, said, "All cultivated people should know books, and how to use them. Country school teachers should have instruction in elementary library economy." He spoke of the summer session of the library school for teachers.

Mr. L. D. Harvey, of Wisconsin, said, "We put libraries in the schools and they are not always used. Teachers do not realize the importance of a library. They need first to have a knowledge of books, and should be taught the efficient use of the library. A general discussion followed. Miss Smith, of Chico, spoke of the need of elementary library economy. Miss Coulter said, "We *have* time to instruct teachers in the use of the library." In the open discussion, Mr. Howard Swan, University of California, spoke of the difficulties he had noted in the Far East, where he had recently been teaching. He said, "The great hiatus is in teaching the children the normal facts of life, those which give rise to idiom. Children should be allowed occasionally to suggest subjects of lessons. Stories of every day life may be told by the children and reduced to writing by the teacher. Literature may be taught my small, well-printed books for the children. The President made a few closing remarks on Children's Rooms.

Resolutions adopted during Librarians-Teachers' Session, December 29, 1905, Berkeley, Calif.:

Resolved, That this Association appoint a joint committee of seven teachers and librarians to prepare a *graded* list of books for children, *to be published at the expense of the California Teachers' Association,* to be used throughout this State.

Resolved, That the President appoint three librarians and three teachers to consult and report on the relations between libraries and schools.

Resolved, That the California Library Association desires to express its pleasure on the opportunity of meeting the members of the California Teachers' Association and of exchanging views with regard to our common endeavor to advance intellectual, moral and social standards in this great State.

It has been most clearly demonstrated that the lines of work of both library and school intimately interlace during the years of formal instruction, and that the library is prepared to develop and carry out later on the ideals of the school, and thus become a true "people's university."

The librarians wish to go on record as offering to teachers cordial and hearty support with all the means at their command. We earnestly hope that this series of union meetings, made so helpful and interesting by the co-operation of President James A. Barr, will be the forerunner to similar meetings held regularly at general sessions and county institutes of teachers.

We seek results, and the best results, the fullest efficiency of our work can be attained only by comparative discussion and mutual understanding of the aims and methods of school and library.

* * *

Methods in the School Circulation of Library Books

According to the latest report of the Superintendent of Public Instruction there are 3,274 school districts in this State. These, of course, are distributed throughout its length and breadth, from Modoc and Siskiyou to the borders of Mexico. No matter how remote or inaccessible the locality, provided the required number of children exists, there is the district school. On the other hand, in this great State of California, (you all know the number of its square miles), there are, in this year of grace 1905 less than seventy public libraries. Now I take the topic which has been assigned to me to mean the circulation of public library books through the medium of the schools. Assuming that each public library takes

care of its own district, there will be more than 3,200 districts for which this discussion will have no particular interest. It may be true that the country children can better dispense with books. Like the Duke in "As You Like It," they may find "tongues in trees, books in running brooks, sermons in stones, and good in everything." The unfortunate town dweller has no such tempting array to occupy his mind and keep him out of mischief.

Obviously the methods of school circulation must vary in different places to suit local conditions. The system adapted to the needs of a town of four thousand inhabitants would probably break down when applied to the city of 400,000. On the other hand, the system adapted to the requirements of the large city would probably be unnecessarily complex and elaborate for the small town. However, it may be that in the methods in vogue there is something applicable to all cases.

Thus far three methods have ben developed for the circulation of library books through the medium of the schools. Library books used simply for reference purposes, either in the class room or at the library, I do not regard as within the scope of this paper. The method having the merit of greatest simplicity is that by which the pupils are sent directly to the library. The teacher assigns a list of books, some or all of which it is desired that the pupils shall read within an allotted time. This method is well adapted to those places where the library is accessible to all children. It is used to a certain extent even in a city as large as San Francisco, where through the medium of branches the library covers, though inadequately, a large territory. Notwithstanding these agencies, however, there are many children too remote from all library facilities for this method to be effective. Another drawback is the unfortunate psychologic phenomenon of all wanting to read the same book at the same time, and it is rare that the book fund will permit, even if it were judicious so to do, (where the demand is not likely to be lasting), the wholesale duplication necessary to provide copies enough to meet the demand for a given book at a given time. One of the strongest arguments in favor of this practice is the development of the so-called library habit, which, once acquired, will be of lasting benefit. In view of the large number of our youth whose school training does not pass beyond the grammar grades, too much stress cannot be laid upon the importance of training them in the use of books so that the power to avail themselves of library resources shall be at their command, and shall be utilized when they shall have passed forever from the sphere of the school room. It may be urged that this method by which books pass directly from the library shelves to the pupils' hands does not lie within the province of school circulation, but inasmuch as the circulation is the result of

the teacher's direction, the method properly deserves consideration under this head.

The second method is that by which books are lent to classes on teachers' cards. In San Francisco it is the practice to issue to teachers who desire them library cards good for one year. The cards are kept on file at the library and show simply the names of those teachers having an account on which books may be drawn for class room use. The library provides a blank form of requisition on which the teacher may send for any books desired. The books are looked up. Those available are checked off on the list and with it are returned to the teacher after having been charged to his or her account. They may be kept for two weeks and are subject to renewal for a like period. The practice of granting special privileges of this character to teachers is almost universal; few or many restrictions in matters of detail being imposed according to the influences potent in shaping the administration of the respective libraries.

This method answers very well where a few books are wanted now and then for collateral reading in the study of particular topics. The resources of the library can readily be made equal to any such demands, even though, as has been our experience, different schools pursuing similar studies request the same books at the same time. As the demand is recurrent, the same books being desired year after year, the library has added sufficient copies to meet all requests. But the effort on the part of some of the grade teachers to use this same method to get enough library books to distribute among their pupils for home reading has not been so successful. The difficulties in the way are several, as I shall endeavor to explain. In the first place, the books desired are usually those suggested by the course of study for home reading for cultural purposes. They are usually books for which there is a very considerable demand at the library at all times. Therefore, unless a special collection is set apart for school use there is no certainty that any considerable part of those sent for by the teachers will be available when wanted.

Again the matter of transportation is something of a burden even to enthusiastic teachers and the fact that the books must be returned to the library at the end of four weeks does not give sufficient time for all of the members of the class to have read them. Furthermore, the frequent transfer of books between the library and the school room, in places where the method is used to any great extent, entails endless bookkeping to keep the accounts straight. The books must be charged when they leave the library and discharged when they come back, and when they are returned on the installment plan the malady is even more aggravated. To obviate these difficulties a third method has found favor in many places. It

is that of class room libraries. Under this system the library has what it terms a "school duplicate collection," made up of those books suitable for circulation in the grades. Copies of the same books may be in the general collection of the library for circulation on demand, but the school duplicates are set apart exclusively for circulation through the class rooms. A discussion of the principles governing the selection of the books, or the process by which they are selected, does not come within the scope of this paper. These books are made up into lots of from 40 to 50 each, adapted to the requirements of the different grades for which they are intended. In some places there is no distinction made in the grades which shall be supplied with books, all from the kindergarten to the high school being equally favored; but many libraries omit the third and lower grades.

This system of circulating library books through the public schools has been quite extensively used in the city of Buffalo. In conversation with the librarian of that city not long ago I inquired whether he had met with any reluctance on the part of some of the schools to undertake the care and circulation of these class room libraries. He replied in the negative, explaining that when the library first undertook this method of circulation its funds permitted the purchase of books enough to supply only about one-seventh of the schools in the city. In consultation with the principals this fact was made clear to them, and in consequence, competition to be included among the favored seventh was very keen.

The books are packed in boxes or cabinets which may be used to shelve the books while they remain at the school. At the beginning of each term they are distributed to the schools or classes desiring them. In the matter of transportation the practice varies. In some places the Board of Education permits the use of the department wagons for that purpose, while in others the expense is borne by the library. The rule seems to be for the library to stand the expense if it has to, but to get the service from the Board of Education if it can. Accompanying the books are blanks, by means of which, with very little effort, a complete record of the use of the books may be kept. To prevent unnecessary loss of books it is necessary for the names of the pupils borrowing them to be recorded, together with the dates when taken and returned. The record is desired on the part of the library also for statistical purposes for reasons analogous to those which impel schools to keep accurate attendance registers. Sometimes the teacher takes charge of the books and again the care is assigned to some responsible member of the class. Once a month a library assistant visits the school, foots up the circulation records, looks over the books, withdraws any that may need binding or repairs, and in general looks out for the welfare

of the collection. At the end of the term the entire collection is returned to the library. In the circulation of a large number of books in this manner some are necessarily lost, in some instances through accident or mishap, and in others through the extraordinary attractive powers of the books. It is customary to give the principals discretion in the matter of enforcing the payment for accidentally lost or damaged books. As to the unaccounted for books—in some instances, as, for example, in the city of Boston, the school department assumes the responsibility, while in others the library stands the loss.

You will have observed that by this system the objections noted to the method of issuing books on the teachers' cards are largely overcome. By having a special collection for school use and apportioning the books at the beginning of each term, there is no liability to disappointment by failure to get desired books. The transportation problem is cared for. There is no worrying about getting the books back on time, for they do not have to be gathered up every four weeks and returned to the library. The class room library is designed to be large enough to furnish a suitable book for every one in the class. Hence there is no difficulty in finding enough to go around. In cases where teachers desire more latitude in the selection of books they are usually permitted to exchange any which they do not wish to retain; or, simultaneously with the class room libraries, they may also have the privilege of the teachers' cards, which enables them to get books desired for special occasions or special topics.

In behalf of the class room library system it should be urged that it brings the Public Library in touch with many who otherwise might never see its books. Furthermore, the books presumably have been carefully selected after consultation between teacher and librarian, and are therefore books which it is eminently desirable to place before the children. As one prominent educator has remarked, "the children are exposed to the books." On the other hand, the pupil does not come into as intimate relation with the Public Library as in the method first described.

George T. Clark,
Librarian San Francisco Public Library.

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Is There a Need for Instruction in Library Methods by the Normal Schools and Universities?

(extract.)

On the frieze of the Boston Public Library these words are deeply graven: "The Commonwealth requires the education of the people as the safeguard of liberty and order." That sentence is

expressive of something more than a fundamental American idea, for by its employment in such connection it becomes significant of the fact of public reliance upon the library as an essential part of the great scheme of popular education.

The library has an education function quite as clear, if not so definitely exercised, as any of the formal educational institutions, and it has relations to all of them, very clear and very close. It is no longer considered a mere depository and treasury of books, but a great silent university whose departments are as numerous as the various knowledges which the world has so far learned. All arts, all industries, and all institutions, all treatments of work and rest, of peace and war, of culture and recreation, of society and politics, of education and worship, are represented here. But the period of mere representation has been passed, the library has developed into the stage of presentation, so that it is now a vital educational instrument and workshop. It is not a mere aggregation of volumes, but a well organized agency of civilization. It has developed relations and facilities which require more than a mere acquaintance with books on the part of the user to get the most out of it in the least time.

The library is dependent for its efficiency upon the devotion of its administrators upon the one hand, and upon the library sense and dexterity of its patrons upon the other. To increase the number and variety of its patrons is one aim, to make them wise and skillful in its use is another not less important. It is carried to the doors of the people by the delivery station and branch library. It is finding the people, and now the people must be taught to find it, by learning how to use it advantageously. For, in order that the library may enter into fullest service of the people, whose servant it is, the people must know how to use it. Emerson, years ago, urged the appointment in every college library of a professor of books who should teach students how to make advantageous use of it, and today there are in every library those who are assistants of the people to library use, in order that the people may be helped to know what to read, how to find what to read, and how to read it. But far more important than assistance to adults is the training of the coming men and women, the people of the next generation, while they are still in school, so that under the direction of one competent they shall early learn of the library, and to value it; to love books and to have the habit of quest among books, and what is not less important, to be put in the way of knowing where to look, how to look, and how to get what they may require of books.

* * * * *

I know of no way by which a teacher can make herself of more use to her pupils than by being instrumental in bringing them into

an environment of books and people interested in them, at the same time putting them in possession of the key to the situation. Old interests are thus supplemented and stimulated, while new ones are constantly opened, which pupils feel impelled to follow up.

This testimony on the part of actively engaged teachers as to the desirability of a knowledge of library methods on the part of teachers is an indication of a need, provision for which should be made by the authority which is interested alike in the library and the school and responsible for the efficient discharge of their functions. To prepare teachers, and to render them as highly serviceable as training can make them is the business of the Normal School and College. To make teachers masters of subjects is highly essential, but it is also essential, only in less degree, that they shall be prepared while in training to make effective use of books, the instruments of knowledge.

This can be done by affording in connection with the College or Normal School Library a course consisting of instruction in library methods and practice in the library. This course should involve instruction in:

1. The history and organization of libraries, including library diffusion movements.
2. Bibliography.
3. Classifying and cataloguing.
4. The character of reference books and how to use them.
5. The source of book supply, and how to get and select books.
6. How to care for books.
7. The public library in the service of the school.

This last should include information as to the establishment of relation between the library and school, and should emphasize the importance of having pupils get into direct touch with the library, so that the library habit will be started early. The relative value of the school library and library branch at the school should be considered, for it is important that the local facility afforded should not displace the privilege and opportunity of the parent or public library. It is important that children should go to the big libraries, find place there, become familiar with its opportunities, and imbibe its cultivating influences.

Some such course covering the ground indicated, taking from three to six months for its completion, will give breadth and reach to the teacher's work, and satisfaction and confidence in her performance, which will more than offset the loss of an equal number

of hours which might have been spent in some other way upon some other subject.

Finally, the maintenance of such brief courses in Normal Schools and Universities will increase the value of the Normal School and University Library, and what is also highly important, will result in closer union between public school and public library, and be productive of a better understanding and real sympathy in aims and action between libraries and teachers.

FRANK B. COOPER,
City Superintendent of Schools, Seattle.

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Shall the State Texts be Supplemented?

(EXTRACT.)

Our honorable State Superintendent of Public Instruction has scattered many official bulletins throughout the State in which he emphasizes the necessity for the use of the State Texts and in which he threatens any county or district with the loss of State apportionment if said books are not used. In doing this the State Superintendent has acted entirely in accordance with the law and to the end that the law may be executed with respect to the books in question. The law, however, in no wise forbids the use of other books and other material in the school room to the end that the books which have been adopted as our texts may be supplemented and the presentation thereby enriched. But on this point our Superintendent in the aforesaid bulletins has remained silent. More recently the Secretary of our State Text-book Committee has drawn up a carefully written report to the committee on the subject of supplementary texts, which report has been adopted by the committee and likewise sent broadcast throughout the State. In this report there is again much mention of the value of the texts and of the statues regarding their use. It goes farther and has much to say about the expense to the taxpayers which the purchase of supplementary material entails, and while it contains no direct statement forbidding or condemning the purchase and use of such matter the spirit of the report as of the bulletins, whether intentional or not I do not pretend to say, is unquestionably antagonistic to anything like the extensive use of such material in the school room. I am by no means alone in such interpretation of the communications referred to, for in every county which I have recently visited I have been met by many questions concerning the intent of the State officials regarding the use of the texts, and I find that there is a very general feeling that it is expected by them that the teacher shall limit

herself, in the presentation of her topics, to the narrow confines of her prescribed text. This being the general interpretation of the communications in question, and since a movement toward the curtailment of supplementary material meets the opposition of the best teachers of our State, I feel that in the interest of good work the question of the true place and function of our texts and of supplementary material merits our careful examination.

I can not but feel that at heart the State Superintendent and the Text Book Committee are with us. They are quite right in demanding that such supplementary material as the library can give be not used as a substitute for the text. But in emphasizing this idea I think they have not realized altogether that teachers need to receive encouragement to get away from the text rather than otherwise. In their zeal to carry into effect the letter of the law our officials have unconsciously on their parts created in the minds of many teachers the feeling that they are antagonistic to the idea and hence their policy has become reactionary in its effect.

FRANK F. BUNKER,
State Normal School, San Francisco.

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How Can the Child be Lead to Read Good Books by the Teacher?

AN ABSTRACT.

How can the teacher get good books for the child to read?

The wisdom to select must rest on the teacher. She can get but little help from the library, and still less from the parents.

Books may be obtained (*a*) from the public library, (*b*) from the school library, (*c*) from the pupils themselves. Pupils will buy literary books and exchange with each other.

The juvenile departments of the public libraries are bad and the school libraries are worse.

Assuming that good books are available, "How is a teacher to lead the pupils to read them?"

(*a*) By reading some of the books to the children, which may reach some of them if the teacher is a good reader. (*b*) By making a list of supplementary books which she recommends the pupils to read. She feeds them medicine at school and recommends something in the nature of a food for outside reading. (*c*) By making a large list of books selected with definite principles in view and

having the pupils read from this list or from books outside of the list when approved by the teacher, as their regular school reading. Each pupil selects from this large list the book that will interest him and reads the book at school and at home until it is finished, when he selects another. A part of the book is read orally to the teacher and most of the remainder reproduced in the pupil's own language. Each pupil may have a different book from his classmates.

WM. P. KAUFFMAN,
City Supt. of Schools, Pomona, Cal.

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Department of Nature Study and Agriculture in Joint Session with State Farmers' Institute

President.....W. J. V. Osterhout, Berkeley
Secretary.....Edward Hughes, Stockton

The work of this section was inaugurated by an address by Dr. A. C. True, Director, Office of Experiment Stations, U. S. Dept. of Agriculture, Washington, D. C.

The discussion of the address was led by Prof. E. W. Hilgard, who pointed out some of the difficulties which must be overcome before agricultural instruction can be successfully undertaken in the public schools.

One serious obstacle is the lack of properly trained teachers for the work.

Another, the lack of contributing home influences among the people who would receive the immediate benefits of such instruction. Parents who have not received agricultural training have little realization of its value, and therefore look with little favor on its introduction into the already crowded courses of the public schools.

Under existing circumstances children are being educated away from the farm and something should be done to turn the tide back again into its natural channel. Any law compelling all teachers, whether prepared or not to teach agriculture must prove disastrous.

As a beginning, inducements should be offered to teachers to prepare themselves for the work of agricultural instruction and perhaps later it should be made a condition of certification of new teachers.

In the meantime much may be done by a few who, by reason of special agricultural training, are already available. Such could be employed as special visiting teachers in districts containing several schools, where there is an immediate demand for such work.

The earliest years of the child's life are marked by keenness of the perspective faculties, and it is during this time that the foundations of agricultural knowledge should be laid.

T. O. Crawford, Supt. Schools Alameda Co., continuing the discussion, advocated the teaching of agriculture both in the schools and in the homes.

Recognizing the crowded condition of present courses of study, he advised the cutting out of useless work still given in arithmetic, geography, physiology, etc., to make place for this line which is of so much greater importance.

L. D. Harvey, Supt. Stout Training Schools, Menomonie, Wis.:—

Children of the farms have a right to know their environment and to have the kind of instruction that is suited to their needs. This subject of agricultural instruction is "in the air." No one seems to have a very definite knowledge of what is needed and we therefore should make haste slowly, get preparation on the part of teachers and lay broad and deep the foundations of work that is of such far reaching importance, dealing as it does with the very basis of all industry.

Discussion led by Supt. D. T. Bateman of Santa Clara county.

Discussion continued by Miss Bertha Chapman, Supervisor of Nature Study, Oakland.

Discussion by A. J. Pillsbury.

The paper on School Gardens was also discussed by Mr. Edward Hyatt, Co. Supt. Schools, Riverside, Cal.

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School Gardens

(Syllabus.)

Assuming that school gardening or experimentation in plant growing is a desirable form of activity, it is at once met with the objection raised against every new subject: "The curriculum is already too crowded."

This attitude of the teacher is readily understood when we recognize the fact that the course of study is not a product of development or evolution, but rather a product of accretion. There has been much added to the formal studies with which it began, but there has been little adjustment or absorption. For this reason the present scheme seems to some of us to be deficient in several very important respects:

(a). In the present scheme there is little or no opportunity for practical experience in the use of formal studies. The method in vogue is the drill method to the exclusion of a working method—e. g., arithmetic where hypothetical situations are substituted for actual situations in the use of numbers.

(b). There is little or no opportunity for acquiring new experiences. It assumes that the child's pre-school life and his life outside of school hours are sufficient to afford concrete data for the development of all school subjects. This deficiency has long been recognized, as is shown by the various attempts to introduce object studies. These attempts have failed, for the most part, because the subjects have not really entered into the child's active life.

(c). There is little or no incentive for the child to acquire new experiences outside of school hours. The lack of wholesome interests of children outside of school leads to forms of activity which, in many cases, especially in groups of boys, to pure vandalism. This is at the bottom of a vital social problem, but it is generally overlooked.

(d). In many places the curriculum utterly fails to give the preparation for life that is demanded by the community in which the school is located. This is especially true in rural districts where the school work is fashioned after the city type.

(e). There is not enough attention given during the school life of the child to the promotion of general human interests—i. e., interests that

affect fundamentally all classes of people. It is the sort of public spirit that develops human sympathy and a truer democracy; the kind of interest that has already expressed itself in such organizations as the National Irrigation Congress, American Civic Association, and the like.

B. M. DAVIS,
Chico State Normal.

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School Gardens

Manual training, whether in the form of school gardens or Sloyd, rests upon principles of the most fundamental character. There isn't any wholesome or adequate development of the intellectual life apart from the development and training of the physical being. This is demonstrated in the homes for feeble-minded children as nowhere else. To be feeble-minded is not to be blank-minded. There is some element of mind there, and in all cases it is susceptible of some development, but there is no way of getting at it except through physical training, competitive play and manual training.

Therefore, apart from all considerations of learning how plants grow, apart from all value to be attributed to getting the child into touch with nature, and apart from all use that the knowledge of gardening may be to the child in after life, I favor the school garden as an agency in intellectual development. From the cradle to the grave the powers for good that there are in us are drawn out through appeals to the physical senses. If further corroboration of this statement is required, the investigator will only have to visit the schools for the education of the blind and the deaf where, without manual training of some sort, these shut-in pupils remain shut-in until the grave closes over their solitary and melancholy lives. Per contra, as they are brought into touch with the physical world they are made useful, intelligent and happy, and in no other adequate way.

The life of the city child is shut-in. To have eyes and ears and hands for which there is little use is almost as unfortunate as not to have them and deprives the brain of development in exact proportion to the percentage of disuse. The school garden and the Sloyd bench are aids in overcoming this shut-in condition.

The country boy and girl are forced to a greater degree of employment of the physical powers and therefore secure a greater degree of physical and mental development. The country boy or girl coming to the city may seem clownish and awkward. There are certain social conventionalisms that they have not learned, but send the city boy or girl to the country and then see which has the better use of the physical being, which responds most quickly and accurately to external stimuli. It was not by accident that the men who do the big business in cities, the men who lead in affairs, were born on farms. They were not only born, but developed there through the abounding activities of their physical beings.

Will the children take an interest in the school gardens? They will if their instructor has enthusiasm. In teaching there is nothing without enthusiasm. If one doubts this let him see what drafts are made upon the patient enthusiasm of the teachers in schools for the feeble minded, without which there is no response, not even an answering echo, be it never so faint.

I have in mind a reform school in Massachusetts where there were 325 school gardens just passing a fully realized consummation when I visited it last fall. There had been no flagging of enthusiasm along down the

line from spring to late autumn. They had been revelations to the human sparrows gathered in from the cobblestones of Boston. I favor the school gardens for city and town schools because city and town children need to learn how to handle themselves. I favor school gardens for country schools because country children will need in their business the knowledge they will gain.

A. J. PILLSBURY.

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Wednesday A. M.

ADDRESS BY PRESIDENT WHEELER, U. C.

In the course of his address, Pres. Wheeler expressed his interest and sympathy with the movement toward agricultural education. He was inclined, however, to be suspicious of those things for which there are general demands, and where those who make the demands do not know definitly what they want.

He expressed himself as having little faith in teaching science and scientific subjects in the public schools because of the lack of mental maturity of pupils in the grades.

He indicated the need of making a pedagogical concept of the work before attempting to teach it. The pupil should be brought into intelligent connection with the common things that surround him.

In conclusion he affirmed his faith that something will come of the effort now making in the direction of agricultural training in the public schools.

Mr. L. D. Harvey, of Wisconsin, then addressed the section of Experiments in Agricultural Education in This and Other Counties.

In the course of his address he showed that the attempt to give training in agriculture in the elementary schools had gradually ended in failure in this and other counties where tried. He indorsed what Pres. Wheeler had said concerning the lack of definite ideas on the subject and characterized as foolish, laws passed by some States making such instruction mandatory in all schools without regard for the unpreparedness of teachers.

Children of the public school have a right to education that will better fit them for their lives. He is inclined to urge training in agriculture because it would make rural people better able to earn a living, and because also of the cultural value which such training undoubtedly possesses.

In the light of the many mistakes that have been made along this line he urged extreme caution, however. He referred to the Cornell movement as one which was not an unqualified success and said that in practice it was found that the children most interested in the work sent out were the children of the better city schools rather than those who lived on the farms. He expressed the opinion that not much is to be expected from pupils of the age of those attending the rural schools. He detailed attempts made along this line in Canada, Ireland, Belgium, and the Scandinavian countries and told of the discouraging results reached. The results have generally been better in the secondary schools, and incidents were cited to show this. Secondary schools in rural districts (county high schools) are the real schools from which we may reasonably expect results commensurate with the efforts and expense put forth.

He dwelt at length upon such a school in Wisconsin which gave courses in agriculture, manual training, and domestic economy, and in which the work had been made of direct value to the farmers of the surrounding region, thus gaining their warm support by leading them to see its practical utility. In conclusion he urged that in seeking agricultural education we must seek for definite things that are useful.

The discussion of Mr. Harvey's address was led by Dr. True, who said in part: "There must be in all matters of this kind a period of agitaton—not always intelligent. Here this phase is passing into that of examination by educational people and withal an attempt to formulate the conditions under which such instruction shall be given, as well as the subject matter to be included.

"I agree with all of those who have spoken that whatever is done should be done cautiously, thus avoiding the fatal mistakes so apt to be experienced in such a movement."

"I also agree with those who oppose mandatory legislation to introduce agricultural instruction into all the schools of any state. But I do believe that in some schools, with some teachers, such work in elementary agriculture can be profitably undertaken. Some excellent text-books are already out and more will undoubtedly come in response to a demand for them. The texts should be such as will interest parents as well as pupils."

Dr. True here gave the results achieved in a secondary school in Erie county, Pa., and in some elementary schools—notably the Farragut School in Eastern Tennessee, the Hampton Industrial School in Virginia, and the Tuskugee institution in Alabama.

He expressed the belief that school garden work offers peculiar advantages for elementary work.

The discussion was continued by Mr. Edward Adams of the San Francisco "Chronicle" editorial staff.

Senator Geo. R. Lukens, of Oakland, said: That the purchase by the State of an experiment farm was the beginning of a movement from the top downward, and that it had been suggested to him that the next step would be the introduction of agricultural work in the secondary schools, and eventually it would no doubt become a part of the work of the elementary schools throughout the State. He was of the opinion that the State was ready to furnish financial backing to anything in this line that seemed good and reminded those present that already more than half of all the moneys taken into the State Treasury goes out again to the schools.

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Thursday Morning Session.

What Shall Be Done With Our Boys?

Everybody has noticed the great number of crimes committed in this State within the last few years by boys, of whom a constantly increasing stream is passing into the reform schools, the penitentiaries and the gallows, for crimes against property and life.

Society must be organized like an army. There must be officers to command, and the commands must be cheerfully and unhesi-

tatingly obeyed. There must be discipline, esprit du corps. If there be not discipline, the army would be useless; society will become disorganized. Discipline is not inborn; it must be taught and learned. It is the result of habit; and habit is the result of constant repetition. Discipline cannot be learned from books; it must be taught by drilling. When sufficiently drilled, the soldier, or the citizen, is disciplined. In order that adults may become disciplined citizens it is easier, cheaper and more satisfactory that they be drilled and disciplined while they are young. Home discipline is one thing; public discipline, the discipline en masse, is another. Parents cannot; at any rate, do not discipline their children for public duties; the home discipline is, too often, no discipline at all. The discipline en masse, public discipline, is, like military discipline, impersonal. The individual receives no personal attention unless he breaks the laws or disobeys orders; then the personal attention he receives is in the way of punishment. So long as the soldier, or the citizen, obeys orders, no one pays any attention to him; he is a good soldier, or citizen, so long as he attracts no particular attention to himself.

The most difficult thing to impress upon the mind of the individual is that he must, nolens volens, respect, as a matter of course, the rights of others, and, also as a matter of course, obey rules, regulations, laws and orders. And these two things the child learns, so that they become habitual, only after years of drill during the time his habits of thought and action are being formed. These things cannot be taught at home; they must be taught impersonally, as the soldier is taught his duties. All home influences are personal, while all public influences, all en masse influences, must be, if effectual, impersonal.

Upon purely educational lines—in imparting menat mental stimulus and inspiration—the influence of the teacher upon the pupil will, no doubt, be personal; but that is a different kind of school influence from that of which I have been speaking. You educators will have no difficulty in distinguishing between the two things and in recognizing that the disciplinary influence of the school is exerted because the school is an organization in a sense in which the family is not.

There were, during the year ending June 30, 1905, according to the report of the State Superintendent of Public Instruction, 419,315 children of school age in this State. Of these, 315,226 attended the public schools; about 35,000 attended private schools; and, to our shame be it said, about 70,000 attended no school at all.

From these 419,000 children future citizens of California are to come. To be first-class citizens they must be disciplined en masse; they must be so trained that, as a matter of habit, they obey,

almost unconsciously, the laws, rules and regulations of constituted authority and yield a cheerful and instantaneous obedience to the lawful commands of those whose business it is to issue commands. To be properly disciplined along these lines, these 400,000 young people must be drilled during the years in which their habits are in process of formation—at least during the school age, 5 to 17 years.

Where can this en masse, impersonal discipline be better drilled into the future men and women of California than in her schools, where, merged in the crowd, the individual loses his identity and receives no unpleasant personal attention unless he breaks the rules and customs of his companions or disobeys the orders of his superiors? Where else can our children be better taught, until it becomes habitual, that the individual must, of course, do as he is commanded by the representatives of that great, vague, impersonal, yet all-powerful thing we call "society"? In fact, I have come to believe that the greatest good that comes from our schools is the en masse discipline and not the book learning. The latter may be taught to individuals; the former can be learned only in crowds.

To be most effectual and most thoroughly habitual, the discipline of the children (not the child; it must be en masse) must begin when they are young and be continuous almost to the so-called year of discretion, the end of the second decennary of their lives. Yet we find that, in the year 1904-5 there were over 70,000 of our children of school age who did not go to school at all. These 70,000, about 15 per cent. of the whole, did not receive during the year any school discipline at all. And if there be any truth in the commonly accepted theory that education is a good thing, especially between the ages of five and seventeen years, these 70,000 of our children lost at least one year of valuable instruction and discipline. Many of them were, undoubtedly, at work; but work is only one kind, and not the best kind, at that, of education and discipline for the young. It is true, also, that of these 70,000, 3,226 were colored, 3,392 were Indians, and 3,647 were Mongolians; but they all are here in California and will, twenty years from now, be California men and women. It is also true that, among the 70,000, there were a large number of children over five, but not yet six years of age, who did not, for that reason, attend school. But, making due allowance for this, there were at least 10 per cent. of our children who ought to have gone to school during the last school year, but did not. And this, for California, is much too large a percentage.

I take it, too, that the boys, because they will be men, are more in need of discipline than are the girls. Our boys, therefore, ought

to be sent to school regularly and kept there so long as possible, at least through the high schools, up to the age of 18 years.

The school report shows us that there were enrolled in the public kindergartens last year 2,675 boys and 2,634 girls—41 more boys than girls; the boys outnumbering the girls by less than one-half of one per cent. In the primary schools there were 184,436 pupils—95,575 boys and 86,861 girls—10,714 more boys than girls.

But in the grammar schools, at the very age when they need the drill and discipline most, the 10,714 majority of the boys in the primary schools fades away, and the girls are 416 more numerous than the boys—50,406 boys, and 50,822 girls.

But more startling than this, more to be deplored, more to be remedied, if possible, we find that of the 285,664 boys and girls in the nine primary and grammar schools (an average of 31,740 per grade) only 10,210 graduated from the grammar school; and of these 10,210, only 4,507 were boys, the girls, 5,703, outnumbering the boys by 1,196, or 25 per cent.

But in the four primary grades there are 184,436 boys and girls (97,575 boys and 86,861 girls), an average of 24,394 boys and 21,715 girls per grade—an average of 2,679 more boys than girls per grade; while in the five grammar grades there are but 101,228 boys and girls (50,406 boys and 50,822 girls), an average per grade of 10,081 boys and 10,164 girls—the girls outnumbering the boys by an average of 83 per grade.

There must be something wrong when the 184,436 boys and girls in the primary grades dwindle away to 101,228 in the grammar grades; there is something wrong when the average 24,394 boys and 21,715 girls per primary grade dwindle down to an average of 10,081 boys and 10,164 girls per grammar grade; there is something wrong when the average excess of boys over girls of 2,679 per primary grade entirely disappears in the grammar grades to be replaced by an average excess per grade of 83 girls.

The figures are not be had to prove it, but it is safe to say that the greatest loss of boys and girls occurs in the higher grades of the grammar schools; and that the boys, the very ones who need most the discipline of the schools, quit them before they should.

The average death rate between the ages of 5 and 17 years is, according to the last United States Census report, about five (5) per thousand. Death, therefore, can cut but little figure in the ominous reduction of the 184,000 primary scholars to the 101,000 in the grammar schools.

The average enrollment per primary grade is, as above shown, 24,394 boys and 21,715 girls; an average excess per grade of 2,679 boys. This average primary enrollment per grade sinks to an aver-

age of 10,081 boys and 10,164 girls in the grammar grades, the 2,679 average excess of boys per grade being replaced by an average excess of 83 girls per grade.

But the record is still worse when we come to the High Schools, every county, except seven, in this State having at least one such school. The average enrollment per grade in the High Schools is 2,631 boys and 3,432 girls; the girls exceeding the boys by an average of 1,199 per grade, or 45 per cent.

To recapitulate: Average enrollment per primary grade, 24,-394 boys and 21,715 girls; excess of boys, 2,679; average grammar school enrollment per grade, 10,081 boys and 10,164 girls; average excess of girls per grade, 83; average high school enrollment per grade, 2,631 boys and 3,432 girls; average excess of girls, 1,199. The nearer we get to the head of our common school system, the fewer boys there are.

But the figures per high school grade are still more startling. In the first high school year there are 5,045 boys and 6,005 girls, a total of 11,048; an excess of 960 girls. In the second year these 5,045 boys have dwindled away to 2,741, a loss of 2,304, about 45 per cent. of the boys who entered the high schools one year before; the girls, too, decreased to 3,753 in number in the second year, a loss of 2,252, or but 36 per cent., but having increased their lead over the boys from 960 in the first year to 1,017. In the third year the boys decrease in number from 2,741 to 1,662, while the girls drop down to 2,284; but still lead the boys by 622. In the fourth year the average enrollment of boys is 1,079; and the girls have dropped from 2,284 to 1,621, but still outnumber the boys by 602, or over 55 per cent.

Last year there graduated from the high schools only 1,007 boys and 1,584 girls; the girls exceeding the boys by 577, or 57 per cent. Only about one-fifth, or 20 per cent., of the boys who entered the high schools graduated from them; the girls graduating about one-fourth, or 25 per cent., of their original number.

Of the average 24,394 boys and 21,715 girls per primary grade, and the 10,081 boys and 10,164 girls per grammar grade, only 4,507 boys and 5,703 girls graduated from the grammar schools, and 1,007 boys and 1,584 girls completed the high school course.

Making due allowances for increase in population, deaths, poverty, removals, and what not, is it not a startling and a shameful thing that of 20,000 boys who probably began in the primary schools nine years ago, only 4,500 went through the grammar schools? What became of the 15,500 boys who did not graduate from the grammar schools? And what became of the 19,000 boys who thirteen years ago entered the primary schools and did not graduate from the high schools? Of the 20,000 boys who probably entered

the primary schools nine years ago, only twenty-two and one-half per cent. (22 1-2 per cent.) graduated from the grammar schools. Why did not the other 77 1-2 per cent. complete the course?

And of that same 20,000, why did not more than five per cent. go through the high schools?

What has become of our boys? Only a small percentage of them acquire that discipline, as important, I think, as mere book learning, which can be acquired only in the en masse conditions that prevail in the schools, and which, I feel sure, are necessary for the proper preparation for the en masse duties of citizenship. Too few of them can, under existing industrial conditions, learn trades; that avenue of discipline is nearly closed against them. What is left to most of them but such opportunities as bring in to them only the daily wage that they may earn, without a corresponding daily increase in knowledge for future use, without a daily supervision by competent authority from which, and by reason of which, they are being disciplined for future service in the ranks of citizenship and society? Left, in a measure, to their own sweet wills, with no fixed responsibilities, looking only to the daily wage, with no incentive to lay up trade knowledge for the future, what shall our boys do? Where shall they turn? The boy who is made to know and realize that he must go to school as a business, is being disciplined; he has no time for night excursions, and acquires habits of application and diligence which will make him a valuable individual in the army of society. He becomes habituated to obeying orders, and takes, as a matter of course, the orders of those whose business it is to give orders. He becomes, in other words, a good citizen. The boy who is learning a trade is also being disciplined. He becomes habituated to the idea that he must obey orders, and he knows that his present work is for his future benefit. But the boy who is not disciplined by school or trade learning, what of him? His present work is regarded only as the means of bringing in its per diem. He has no interest in it; there is no constituted authority immediately over him to whose commands he must yield obedience. He may be discharged or wander at his own sweet will from place to place. He has no particular responsibilities, and does not learn that such things are necessary to his success.

Is there no way in which the parents of this State can be made to understand that their boys (and girls, too, for that matter) should be sent to school as a matter of business for the boys themselves? Is there no way in which it can be impressed upon California's fathers and mothers that the discipline of our schools is necessary for the future success of their boys and girls, to say nothing of the State, even if they do not believe that the book

learning is? I wish that these fathers and these mothers could see, as the Governor does, the constantly increasing number of boys who gravitate to the jails, the penitentiaries, and the gallows. I wish they could know, as does the Governor, how many of these youthful criminals have not had sufficient school discipline, to say nothing of school learning. I wish they could know, as does the Governor, how many of them have no trades, no future aspirations, nothing to keep them on a steady course in their voyages on life's troubled sea. If they could know, as the Governor knows, these things, I am sure that the 25,000 boys who enter the primary school this year would, where it is at all possible, graduate from the grammar and the high schools, or else learn trades; and, thus disciplined and equipped, be better fitted for citizenship.

What shall we do with and for our boys and girls?

Is there no way by which so many country boys may be kept from drifting to the cities? Is there no way by which the country life may be made sufficiently engaging to offset the attractions of the busy towns? Boys, as well as adults, like amusements and the excitements of the crowded streets. The solitude of the country, the absence of the creature comforts, tend to drive away from the land those who find their living on it. The country boy, his spare time put in at hard work; his school years all too short and not enough of them, and, worse than all, not considered his business which should be attended to with all the assiduity that any other business calls for; his pocket money small in amount and the work he does often as severe as a hired man's, but without the hired man's remuneration—the country boy, hearing of the wages which he may earn in the cities, enamored of its freedom and its excitements, longing to be his own master, earn his own wages and spend his money as he pleases, is all too willing to desert the country for the town. To him school means nothing in particular; its too few months of yearly sessions do not impress their routine and their discipline upon him. He should be kept at school, not merely for the book learning, but also for the habit-forming, steadying effect of its discipline. Too many of our farmers think that they cannot spare the boy from farm work for all the years in which he should be at school. "I need him on the farm," the say, and then they wonder why the boy is eager to leave the country, where his work apparently receives no recognition, to go to the cities, where he can earn, and spend, men's wages, such wages as to him appear magnificent.

I wish that something more could be done for the country schools. I wish that our farmers could realize that, for their boys and girls, long school years, and many of them, are necessary, and that, as it is the farmer's business to till his farm, from which he

allows nothing to distract his attention, so his sons and daughters should have no other business to attend to but their schools. I wish that our farmers would realize how necessary to their boys and girls the school discipline is. And when they do so realize, one strong element that will operate to keep the country boys and girls at home will have been achieved.

What shall be done for and with our boys?

GEO. C. PARDEE.

* * *

A System of Agricultural Education for California—Elementary, Secondary, University

(Extract.)

In view of these things, California should esteem herself fortunate in having already consolidated public higher education in her State University and the friends of agricultural education should rally round the College of Agriculture of the University and help to make it in every way worthy of the vast agricultural interests and possibilities of this great State. The agricultural societies and other organizations throughout the State may well be federated to promote agricultural education in the University as well as other worthy objects. Such a federation has already been accomplished in twelve States.

In addition to the agricultural college, a number of rural high schools should be established in which agriculture and the sciences related thereto should be leading subjects of instruction. These schools should be equipped with laboratories, shops and farms. The instruction in agriculture should be both theoretical and practical, but with the special aim of sending out men and women well equipped for successful careers on the farms. It is better not to make these schools exclusively agricultural. Courses in manual training and domestic arts should be provided as well as in the subjects ordinarily taught in high schools.

The regular course for graduation should occupy four years and agricultural subjects should constitute about one-third of the curriculum. Provision should also be made for shorter and special courses, especially courses of two or three years in which practical instruction will be given right of way. Graduates in agricultural courses should be admitted to the College of Agriculture of the University, proper credit being given them for their attainments in agricultural studies. The University of Missouri has arranged to give credit for agricultural studies pursued in high schools in the entrance requirements to the College of Agriculture, and the Board of Regents of Education in New York State have included agriculture among the subjects on which they will give examinations in the high schools of the State.

The teachers of agricultural subjects in these rural high schools should be graduates of agricultural colleges. And the teachers of other subjects should be selected with special reference to their knowledge and love of rural life. In general, every effort should be made to create in these schools an atmosphere favorable to rural life and pursuits.

The number of these schools will eventually depend on the demand for education of this character in the rural communities. Wisconsin has begun the organization of such schools in the several counties. Kansas has a system of county high schools into which it is now proposed to introduce agricultural instruction. Alabama has made the Congressional district the unit for the organization of agricultural high schools. I am inclined to think that under present conditions the county is too small a unit. It will be better to have fewer schools since it is desirable to have a good-sized faculty, ample equipment and relatively large attendance in each of these schools.

California already has one such school, the Polytechnic School at San Luis Obispo. This now has an enrollment of 100 students. If four or five additional schools of this kind were etablished and properly located with reference to transportation facilities and regional differences, probably the needs of the rural population of California in this direction would be sufficently met for a number of years.

In a few States agricultural high schools have been established in connection with the agricultural colleges. The first and most successful of these schools is in Minnesota, which State has now provided for another school separate from the college. It was perhaps necessary to connect the agricultural high school with the college at first in order to demonstrate the demand for secondary education in agriculture and to show that agricultural courses of this grade could be successfully organized. But these things having been demonstrated, the organization of agricultural high schools as separate institutions will undoubtedly ensue in the several States, and after a time secondary courses in agriculture will drop out of the colleges, just as all sorts of preparatory courses have in the past.

Besides agricultural courses in special rural high schools, it would be well for "Union-Districts" and city high schools located near rural communities, to introduce instruction in Nature Study and Agriculture.

A. C. TRUE.
Washington, D. C.

A. L. Cowell, editor of the Stockton "Mail," opened the discussion on Dr. True's paper. He said that Governor Pardee had spoken from the standpoint of a statesman and Dr. True from the standpoint of an expert. Therefore there remained nothing to be said but to present the view of the small boy.

He approved the suggestion of Dr. True that the Agricultural College should be in connection with the State University and opposed the suggestion made in some quarters that the former should be removed from Berkeley. The reason for such removal was said to be that the students of some of the other departments turn up their noses at the students of the "cow college," but this reason was declared to rest on a basis of cowardice.

"A student who can be scared out of his course," said the speaker, "is not worth the money that it would cost the State to educate him. The students of agriculture need the general culture of university life as much as do the students of any other department."

Mr. Cowell also laid emphasis upon a suggestion of Dr. True that short practical industrial courses be provided in high schools for pupils not able to complete regular courses.

"There is a tendency," said the speaker, "to devote the most attention to those pupils who expect to graduate and go on to college, leaving those

who have only a year or two for high school work to fit in where they can. Dr. True's suggestion, therefore, is timely and should be adopted even in other than industrial lines."

Referring to Dr. True's suggestion that, pending the establishment of several Agricultural High Schools by the State, the study of agriculture should be commenced in the regular high schools. Mr. Cowell said that it was not likely that special industrial schools would be established for many years, and that in the meantime the regular high schools could do much to advance the study of the elementary principles of agriculture. He cited the Stockton High School, located on four blocks of land, as being in a position to take up this kind of work.

Speaking of the subject in general from the standpoint of the boy, he said that the ordinary ideals of country lads must be changed. They had false conceptions of city life, knowing nothing of the drudgery by which success must so often be attained. There must also be a change in some rural conditions before farm life would be attractive to the ordinary boy. The automobile, the telephone, and the electric car are doing much to bring about such a change.

The speaker said that in all his experience as a boy in a rural school no teacher had ever tried to inspire him with the belief that to be a successful farmer was really worth while. The usual conception of rural life is that of the young farmer who described his former companions who had gone to the city or to college as "tryin' to make somethin' of themselves," but referred to himself as "jest ranchin.'"

The speaker urged that some of the great agriculturists and horticulturists be cited as inspiring examples for rural boys, and suggested the names of Luther Burbank and John Swett as worthy to be thus used. He insisted that teachers could do a great deal to change the ideals of boys and thereby check to some extent the dangerous tendency of boys to leave school early and seek excitement and profitable employment in cities.

Prof. E. J. Wickson, U. C.: "Dr. True's visit to California is a matter of extreme importance in that he as an expert has given us the benefit of his wider knowledge and experience on what is being done toward agricultural education."

Prof. C. W. Woodworth, U. C.: "The need of a united system of agricultural instruction is important. There has been a feeling that graduation from agricultural schools is not so important or honorable as that in some other course. It should be on a par with other instruction. Agriculture means different things to different people—hard work to some, mental training to others, etc. Nature study is not always agricultural, but much that is now given under this head is really a necessary part of agricultural instruction. The study of agriculture is simply another example of the study of a very important form of human activity and as such it needs no excuse."

Dr. Maxwell, of San Francisco: "I should like to emphasize this idea —that all the work leading to the introduction of agricultural training is not so much a matter that means increased production of farm products as it does increased happiness to the people, through increased culture and understanding of the things with which they work or are in intimate contact."

At the close of the Governor's address, the following resolution was presented by Wm. J. M. Cox, Fowler, Cal., and on a second by President W. J. V. Osterhout was unanimously passed by the session:

"Resolved, That the Executive Committee of the California State Teachers' Association be requested to print in separate form a sufficient number of copies of the admirable address presented before this meeting by His Excellency, Governor Pardee, to place a copy in the home of every family in the State of California.

Session adjourned to Friday morning, 9:30 o'clock.

* * *

Meeting Friday Morning, December 29th.

Prof. E. J. Wickson presiding.

Concerning Some Common Sense Ways of Interesting Public School Children in Nature Studies Relating to Agriculture, Horticulture, Vitriculture and Farm Life

By John Swett.

This is the rather long title of a short paper that I was invited to prepare for this joint meeting of farmers and teachers, the first meeting of its kind ever held in California.

When Professor Wickson, the acting head of the Agricultural College of the State University, beguiled me into accepting his invitation to speak on this occasion, he remarked, incidentally, that he regarded me as a kind of connecting link between the teachers and the farmers. Now the fact is that when I attend a farmers' institute, I pass myself off as a school master trying to learn something about fruit-growing, and when I drop into the annual meeting of the State Teachers' Association, I pass as a granger who wants to learn something about school teaching. But now when I am brought face to face with a mixed audience of both farmers and teachers, I feel that as a "connecting link," I must conciliate both sides by steering skillfully between Scylla and Charybdis, so as to conceal my ignorance of both teaching and farming.

All the omens of this joint meeting are auspicious. It is fitting that the State Teachers' Association should meet on the site of the State University. It is appropriate that the farmers should meet on the site of the College of Agriculture and the mechanic arts. California is now in the full tide of business prosperity in agriculture, in mining, in manufactures, and in trade which draws its wealth from two great oceans, the Atlantic and the Pacific. Our State University and our system of public schools are keeping even pace with our material wealth, and our increase in population. There could be no time more fitting than the present for us to consider a few of the new educational issues which are now attracting special attention in the older States on the other sides of the Rocky Mountains.

A COMPLAINT.

A farmer said to me not many days ago that it seemed to him that the general tendency of the common school studies was to educate boys and girls away from life on the farm. Similar statements are sometimes found in addresses delivered at meetings of the Grange. Has this complaint any foundation in fact, and if so, what is the remedy?

To begin with, let us consider for a moment the course of study in the district rural schools and in the city common schools, or in modern terms, the "elementary schools," which includes the primary grades and the grammar grades, making an eight years' course. The course runs as follows: reading, writing, spelling, arithmetic, geography, grammar, history of the United States, drawing, and vocal music. Most courses of study include also a series of observation lessons under the flexible head of "Nature Study," and also elementary instruction in physiology and hygiene. Now what shall be added to this course which may possibly lead school children to take more interest in life on the farm?

Before attempting to answer this question, it is well enough to consider what attempts hitherto have been made to enrich the course of study in the common schools. To start with, let us go back a little over a hundred years to a rare old school book entitled "The Little Readers' Assistant," by Noah Webster, Northampton (Mass.), 1791. This book contains 136 pages of small size (6 inches by 5½), 48 of which are given to short stories; 51 to grammar; 16 to the constitution of the United States; 8 to principles of government and commerce; 8 to the Farmer's Catechism, containing plain rules of husbandry, "All adapted to the capacities of children." Noah Webster, at the time he wrote the "Little Readers' Assistant," was a young lawyer, a graduate of Yale College, who had taught a private school for several years. Some of you venerable grangers and elderly teachers must have become acquainted with him by name through the medium of Webster's Spelling Book, and all of us teachers and farmers know him well through "Webster's Unabridged Dictionary," a book of which he laid the foundation.

Let me read to you a short extract from "The Farmers' Catechism," which represents the first direct attempt to teach agriculture in the common schools of Connecticut:

"Q.—What is the best business a man can do?

"A.—Tilling the ground, or farming.

"Q.—Why is farming the best business?

"A.—Because it is the most necessary, the most healthy, the most innocent, and the most agreeable employment of men.

"Q.—Why is farming the most innocent employment?

"A.—Because farmers have fewer temptations than other men. They have but little dealings with others, so that they have fewer opportunities to cheat than other men.

"Q.—What is the great art of cultivating the land to advantage?

"A.—It consists in raising the greatest quantity of produce on the smallest quantity of land with the least expense and labor."

Noah Webster was a reformer a hundred years in advance of his time. The "Little Readers' Assistant" had only a limited circulation in Connecticut, but I have no doubt that many a barefoot farmer boy was better contented with his lot in consequence of studying "The Farmers' Catechism." Copies of this book are now exceedingly rare. If any of you

desire to read the whole of the eight pages of this ancient catechism, you can consult Professor Elmer E. Brown, of the pedagogical department of the University of California, to whom I presented my copy of the "Little Readers' Assistant" for use in his classes on the history of education. I forgot to state that while Noah Webster devoted his attention mainly to farmer boys, he remembered the girls by writing, among other things, a touching little love story—a kind of condensed novelette in four pages, which details the virtues of a farmer girl, the daughter of a cross old curmudgeon of a farmer who refused to give a meal of victuals to a poor old beggar who called at his door. The kind-hearted girl took her own bowl of oatmeal porridge, gave it to the old man, led him into the barn and carried him a blanket to keep him warm. The fame of her good works was spread through the neighborhood by the poor old man. A well-to-do young farmer heard the story, sought out the Puritan maiden, offered her his heart and hand, and they were married and they lived happily on a farm ever after.

So far as school text books were concerned, the "Farmers' Catechism" was the beginning and the end of attempted school book instruction in agriculture for more than a century. But within the last decade, beginning with the year 1894, interesting experiments have been carried on in New York by connecting the Agricultural College of Cornell University directly with the teachers and pupils of the rural schools of the State. Experts have been employed to attend teachers' institutes and show teachers how to connect nature study with farm life. Thousands of four-page illustrated leaflets on plant life have been sent out to the rural schools year after year. Hundreds of clubs of school children have been organized under the name of "The Junior Naturalist Club." As early as 1899, twenty-two thousand teachers had sent written requests for a supply of nature study bulletins, and three millions of pages had been printed and distributed. The Cornell college of agriculture employs an expert known as "Uncle John" who answers the thousands of letters of inquiry from youthful club-members. This Cornell University plan is something for us to hope for in California.

The College of Agriculture in the University of Missouri has recently sent out to teachers, "as a preliminary step to the teaching of agriculture and horticulture in the public schools," a circular of information entitled "Agriculture in the Public Schools."

In Illinois, the enthusiastic County Superintendent of Schools, Mr. O. J. Kern, has revolutionized the rural schools of Winnebago County during the past five years. Small district schools have been consolidated into one central graded school; new school houses have been built; school grounds have been planted with shade trees and shrubbery and flower gardens. A "Farmer Boys' Experiment Club" numbers 386 members. In June, 1902, Superintendent Kern, with 300 members of this club, started out to make a travelling tour to the State College of Agriculture. At reduced rates, these club members rode in the cars 428 miles for the small sum of $2.50 each. The farmer girls have organized a "Home Culture Club."

In one of the great corn-growing States of the West, prizes were offered by the managers of an agricultural fair for the best samples of seed corn. Circulars were sent out to the public schools, asking the boys to enter the field of competition, and send in their samples of corn properly labeled and certified. One of the school boys, the son of a poor widow that owned a little garden patch adjoining their humble home, made up his mind to try for a prize. His mother has told the story of how he spaded and hoed

during the season, of how he carried water in buckets from a distant spring to keep his corn in good condition during a hot and dry summer. To the surprise of everybody, that barefoot boy won the highest prize against a large number of grown-up farmer competitors. Who can estimate the influence of this success upon the character of this boy who has to win his own way in the world? There is no longer any complaint among the grangers in Winnebago County that the schools educate the boys and girls away from the farm. Any teacher or any farmer who may wish to read in full one of the most instructive and suggestive educational articles ever written, will find it in the "World's Work" for the month of June, 1904. Doubleday, Page & Co., New York City. I know of no other recent educational experiment of equal interest, except that made in the Menomie schools, State of Wisconsin, about which Mr. L. D. Harvey will tell us in his lecture at this meeting of the State Teachers' Association.

Let me call your attention to one more educational article, found in the "World's Work," month of July, 1904, entitled "Uplifting Backwoods Boys in Georgia." This delightful story illustrates the general principle that in wise school management, instruction must be modified to suit the environment of pupils.

AGRICULTURE IN THE RURAL SCHOOLS OF CALIFORNIA.

Let us now consider for a moment what is practicable in the rural schools of our own State.

A few days ago a farmer remarked to me, in the course of our conversation, that he thought it would be a good plan to secure the passage of a law making compulsory the teaching of agriculture in all the elementary schools. I called his attention to the fact that the grangers once tried their hand at legislation and secured a law that entomology should be taught in all public schools, and that teachers should be examined in that subject along with arithmetic and grammar and geography. A bulky text-book on entomology was written by a member of the Grange and offered for sale at $2.00 a copy. I reminded him that the law became a dead letter, and that the text-book was a dismal failure. I reminded him further that more than one-fourth of the children in California had their homes in the cities of San Francisco, Los Angeles, Oakland, Sacramento, San Jose, and San Diego. He said that these cities might be excepted from the law.

Now it seems to me that the common-sense way of proceeding will be to make use of the existing school laws and courses of study. Under the general head of "Nature Study," suggestions are made to teachers concerning oral lessons on plant life and animal life. The children bring into school the common wild flowers in the vicinity and make a simple and untechnical study of them. They learn something about the forest trees. They bring in samples of various kinds of fruit grown on the farms on which they live. Then they study fruit trees and grape vines and tell what they know about cultivating them. In the tadpole season, they bring in polliwogs, put them into glass jars and then watch their slow transformation into frogs. They collect specimens of rocks and minerals for the little school cabinet. They are taken out to some neighboring hill top to receive their first lessons in local geography, not from a text-book, but from nature.

When they are eight or nine years old, the pupils begin to use the new State Elementary Geography, recently adopted, which is in itself a model text-book on nature study, full of references to farm life and home life.

Furthermore, each little rural school has its small school library, provided under State law, by setting apart annually five per cent. of the

county apportionment of school money—not to exceed $50.00, for the purchase of additional books for the library. The library books are selected by the teacher, though bought by order of the trustees. Here is offered a means of placing in the hands of rural school children elementary books relating to farm life and home life.

The great educational revival now going on in the common schools of New York, Wisconsin, Illinois, Missouri and other States of the Northwest, has created a demand for elementary text-books and leaflets for the use of both teachers and pupils. This call has already been answered by the publication of several such small hand-books, the latest of which merits special mention, which I make for the benefit of all teachers, and also for farmers who are fortunate enough to have a family of boys and girls growing up on the farm.

"The First Book of Farming" is a richly illustrated volume of 63 pages, net price $1.00, recently published by Doubleday, Page and Company, New York City. It was written by Charles L. Goodrich, farmer, who was for four years director of the farm work connected with the Hampton Institute, Virginia. The great merit of this book is that it is adapted to the capacity of the boys and girls for whom it is designed. It points out and illustrates the experiments which must be made by the pupils themselves; in other words, it educates by doing. In a school of twenty-five or thirty pupils, there may not be more than two boys or girls who can make good use of this book. The young woman who teaches this school can draw two copies from the library, place them in the hands of her pupils, and ask them to make at home the experiments in the manner pointed out in the book. From time to time she can ask them to write a short account of what they have done and bring it for her to read. There need be no class and no recitation. If the young farmer knows nothing whatever about farming herself, she can learn something by reading a third copy of the same book.

Another good book recently published by Ginn and Company, Boston, entitled "Agriculture for Beginners," conveys a great deal of useful information. This book has already been authorized by a number of County Boards of Education, and is used by the pupils in the larger country schools.

There are two other good books of a higher grade that would be a valuable addition to the larger school libraries, as reference books for the older pupils; these are "Wickson's California Fruits and How to Grow Them," and "Wickson's California Vegetables." Both these books are published by Dewey & Co., of the "California Rural Press," San Francisco. The author of these two books is the acting head of the State Agricultural College of the University of California. Besides, he has for many years been the editor-in-chief of the "California Rural Press," and has been picking up information from numerous practical farmers and fruit growers who are contributors to his columns. The highest compliment that I can pay him as an editor is that when an earnest inquirer asks him a question that he cannot answer, he frankly says so in print, and asks for information from practical farmers.

It is hardly necessary to state that a small garden plot is a very desirable attachment to a rural school, wherever it is possible to obtain water for irrigation during the long rainless season of California. The school flower gardens of this State, so far as I know, are mainly limited to the cities of Oakland and San Francisco, and to some of the settlement villages of Southern California. In the city of Oakland, Miss Chapman, the special teacher in "nature study," has written a most charming article about the

intense delight with which the pupils care for their own separate little garden beds, and of the liberality with which citizens have given the schools the use of vacant lots for garden grounds.

A WORD TO FARMERS.

And now a word to you farmers that are within the reach of my voice. I take it for granted that you take some general interest in the rural school of the district in which you live, and that you will encourage the educated young woman who teaches your school in her crude attempts to bend her nature studies slightly to some things relating to farm life. Let me ask you a few questions.

How many of you visit your school to commend the good work done by the teacher? How often do you consult with her about what your children, if you have any, are doing in school? How often do you ask your own children what they are doing in school? I know of several well-educated young women, graduates of normal school and university, who have resigned their positions on account of the savage criticism made by farmers, because they wasted time in teaching their pupils something about birds and butterflies, or flowers and tadpoles. They wanted nothing for their children but reading, writing and arithmetic. Are you counted among like complainants? How many of you have encouraged your boys and girls to plant flowers and shrubbery around your own home and theirs? Do you regularly turn out to vote at each annual election of school trustees? Have you ever inspected the schoolhouse to see if it is in good sanitary condition? Until you can answer these questions in the affirmative, what right have you to say that the common school educates away from the farm?

Let me ask a few more questions:

How many of you have ever taken your boys with you to a Farmers' Institute? How many of you farmers have ever thought that it might make your boys better satisfied with life on the farm, if, during harvest time, when the work is the hardest, you paid them half the wages of hired hand, so that they might have a little money with which to buy books or clothes, or to spend as they pleased?

Have you ever given your boy a colt to bring up and break in to harness, and then sell, and keep the proceeds for himself? Have you ever thought of giving your girls a share of the eggs laid by the hens that they feed and look after, so that they may have spending money of their own with which to buy bonnets or ribbons? Have you ever set aside an acre of good land on which your boys could plant what they liked, sell the crop, and keep the money?

If you are a fruit grower, when you ask your girls to lend a hand in drying peaches, or apricots, or prunes, do you ever pay them wages and let them keep the money?

Do you ask your boys and girls to read regularly the weekly agricultural papers and the monthly magazines that you take?

Has it ever occurred to you that if you have three sons, only one of them will be likely to remain with you to carry on the farm?

If you have three daughters, is it likely that all of them will marry farmers?

As more than nine-tenths of the teachers of the elementary schools are women, I must here say a word to you who are within reach of my voice.

Doubtless some of you are thinking to yourselves, "I don't know anything about farming,—how can I teach agriculture?" Now, you are not expected to teach the boys how to drive a four-horse team, or how to swap horses without getting cheated, or how to milk the cows, or hoe corn, or dig potatoes. You are not expected to teach the girls how to make butter, or bread, or cheese, nor to teach them how to sew, to wash clothes, or to darn stockings, or to run a sewing machine. These things they learn at home—some of them. But you can start your pupils on the way to find out a great many things from their own observation and from suitable books.

In Boston, two hundred years ago, arithmetic was a school fetich, worshiped alike by teachers and pupils and parents. Thanks to President Eliot of Harvard, aided by other reformers, the time formerly devoted to solving puzzling problems has been cut down one-half, and arithmetic is dropped out of the course at the end of the seventh school year.

Why can't we do the same wise thing here in California? I have been advocating a reform in the quantity of arithmetical work for a quarter of a century. Why can't you begin now?

And now, will you young teachers who have taught in a country school allow me to ask you a few questions? How many of you have visited all the homes of your pupils and talked with the mothers and fathers about their children and the school work? Have you any faith in the influence of heredity or the effect of environment? How many of you have asked your boys to make a special study of birds and trees, and report to you from day to day? How many of you have asked the girls to bring you specimens of all the wild flowers and the garden flowers in the school district? Have you ever once in all your life asked any of your older pupils what they intended to do for a living after they should leave school? How often do you take your older pupils out for a visit to some good farm in your vicinity; or to some hill-top, or mountain-top?

Grateful for your silent permission to ask these questions, I take pleasure in throwing down a few crumbs of comfort for you, picked up from the bountiful table of Luther Burbank, that great experimental wizard among fruits and flowers, who bends nature to suit his own purpose.

In a recent talk on "Flowers and Children" he said: "It is natural that we should associate flowers and children, as they are so much alike in many respects, and they should in some points be treated very much alike. In dealing with flowers we are obliged to somewhat adapt ourselves to them; so with children. * * *

"The country is always the best place for growing children. London statistics show that no child lives in that great city whose great grandparents were born there. The country must constantly be drawn upon to furnish the brain and brawn for the city. Education should always be the guiding of a natural appetite for facts, never a hastening, forcing process, which is the surest means of procuring a uniform product of nervous wrecks, and a painful lack of the power to grasp, digest and assimilate and make use of the facts of life which always surround them and to which they must learn to adapt themselves and to make the best use of. * * * The quaint remarks and straightforward honest questions of children strike at the very heart of things."

In a recent address on another occasion, Mr. Burbank touched another matter which all enlightened teachers will do well to take into account in their school work.

I quote as follows:

"The great questions at stake are, Which has the more influence in building the life of a child, heredity or environment? And, are acquired characters inherited? My own observations prove that all characters which are inherited have once been acquired, and that heredity is only the sum of all these past environments, which, if impressed on the heredity long and strong enough in any specific direction, will become a part of heredity itself, and this new heredity, already slightly changed by these late environments, will have to meet new environments as before, which will by repetition become fixed in the ever new and constantly fluctuating heredity. Did you ever think what is the most pliable and the most precious of all the ages? It is not pigs, mules, books, or locomotives, cotton or corn,—but children. Children cannot all be treated alike; each has his or her special individuality, which is the most valuable of all endowments. If all were alike no progress could be made, and right here comes the weakest point in the present educational systems."

There are now in California 125 high schools most of which are small schools, formed by the union of from three to seven rural school districts. In San Francisco, there are four large high schools, one of which is a polytechnic school with a course of study which includes book-keeping, typewriting, stenography, manual training in wood work, mechanical drawing, together with other high school branches of study.

Oakland has one large high school with a classical course, and one polytechnic school. Among other cities having one high school each are Los Angeles, Sacramento, Berkeley, San Jose, Stockton, Alameda, Santa Rosa, Marysville, Nevada, Grass Valley, and a few other incorporated towns. All of these schools have a classical course leading up to the State University, and some of them have also an elective English course.

The total enrollment of pupils for the year 1904 was 21,447, of which number 12,230 were girls, and 9,217 were boys. The total number of graduates for the same year was 2,248, of whom 1,368 were girls and 880 were boys.

At various grange meetings, there has been some talk about making agricultural instruction compulsory in all the high schools. To me, as a school-master, this compulsory plan seems undesirable and impracticable in most city high schools. It remains for us to consider the small Union high schools, numbering from 25 to 100 pupils each. Now, whatever is done in these schools ought to be a matter of local option with the local boards of high school trustees and the people of the district. In some schools where the people desire it and are, therefore, ready to receive it, a beginning can easily be made connecting the instruction given in botany, chemistry and physics, to a limited extent with farm life. In the high school library, there should be a number of small hand-books relating to the elementary principles of agriculture and horticulture to which students could refer. Among these should be included the two books by Professor Wickson, already referred to under a previous topic.

Let me here give a typical illustration of some of the difficulties attending the establishment of a small rural high school in Contra Costa County. Four small rural districts united with the incorporated town of Martinez, which has a population of about 1,500 inhabitants. This school is in the fourth year of its existence. It began in a vacant room in the Martinez grammar school building, with one teacher and a class of 18 pupils, some of whom soon dropped out. I have had the high honor of representing the

Alhambra School District, and of acting as chairman of the board of trustees for four years. At the end of two years, we secured a bond issue of $10,000 for the erection of a high school building which, for good taste, good ventilation, good lighting, and fitness for its purpose, will challenge comparison with any rural high school building in the State. The school now has an enrollment of 40 pupils, instructed by four teachers—one man as principal, and three young women, graduates of the State University, as assistants. The special tax levy for the support of this school in 1905 is 38 cents on each hundred dollars of taxable property. This school has a classical course of study to fit students for admission to the State University, which is pursued by a majority of the students. But German is not made compulsory, and pupils that do not expect to remain in school for more than two years are allowed to take the other studies in the course. This year, yielding to a popular demand, we started a class in commercial book-keeping. Three other high schools in our county have a similar course. At the beginning of this year, the board and the principal desired to take up elementary botany, but it was found impossible to arrange for it. We have room for a small school garden and for some ornamental shrubbery, but we cannot afford to pay the high water rates. We would like to have a small shop with a set of carpenter's tools for making a beginning—but we cannot afford the expense. We need instruction in vocal music—but we cannot afford the expense. We need instruction in drawing —we cannot afford it. We would like to have a few elementary lessons in agriculture given at odd times, but we doubt if a single one of the nine boys now in the school is looking forward to a life on the farm. Three promising boys left the high school after a two years' course to attend the Wilmerding and Lick technical schools in San Francisco.

I notice that the boys from the hill farms in our county seek employment in the powder works, the chemical works, the smelting works, the oil works, and other manufacturing concerns along the water line of the bay, where the wages are good, and the employment continuous throughout the year. It is useless to mourn over the fact that a majority of ambitious boys look for work in the city or the incorporated town, or go to Alaska, or to Goldfield, or Tonopah.

Finally, it seems to me that the wise plan for us to pursue at present is to leave the matter of agriculture in the common schools to the county boards of education, county superintendents, the county institutes, boards of high school trustees, and to the women who do most of the teaching. It has taken twenty years of persistent effort to make a fair beginning of manual training in the urban schools of our country. It has taken quite as long to prove the educational value of drawing in elementary schools. Vocal music is still considered a fad or an ornamental frill. The kindergarten for city children under six years of age is still antagonized by many teachers and by more fathers and mothers. For twenty-five years, the normal schools were antagonized by the old line teachers, by private schools and by the colleges and universities. Let us possess our souls in patience when we consider the relation of the schools to elementary instruction in agriculture, horticulture, stock-raising and truck-farming.

AGRICULTURE IN THE NORMAL SCHOOLS.

A high official in the State Grange of California stated to me a few weeks ago that there was a desire among the grangers to have a course of instruction in agriculture made compulsory in our State Normal Schools. Let us consider this matter for a moment.

Ex-Governor Hoard of Wisconsin recently spoke as follows: "I have been pushing along this road for years striving to have the elements of

agriculture taught in the common schools of Wisconsin. No teacher is now allowed to graduate from our normal schools until he or she has taken a course in elementary agriculture. Furthermore, we have established several county training schools whose particular function is to educate the teachers of country schools for the teaching of elementary agriculture."

The Wisconsin plan may be the best for that State, but it does not seem to me to be suited to our conditions. In the five State Normal Schools of California, the total number of students enrolled for 1904 was 1,565, of whom 113 were young men and 1,452 were young women. The number of graduates for 1904 was 366. Of these, 33 were young men and 333 were young women; in other words, only nine per cent. of the graduates were men. Some of the graduates will find positions in city schools, and others will take charge of little rural district schools. The inclinations of the young women do not run to farming, though possibly some of them may marry farmers in course of time, following the example of the young Puritan maiden, so charmingly set forth a century ago by Noah Webster, in his "Little Readers' Assistant."

Furthermore, the normal school curriculum is already crowded with things that are vital and essential. The students must be taught how to teach reading, writing, spelling, geography, grammar, and the history of our own country. These are essentials of more consequence than the principles of farming. The students must also learn how to teach vocal music, drawing, elementary book-keeping, civil government, and nature-study. Then there is the practice work of the training school, in which they must pass much time in actually teaching young pupils to prove their capability of teaching at all.

Instead of the Wisconsin plan, I would suggest the possibility of securing at the annual Summer School of the State University, a special course of lectures for normal graduates that desire to become experts in agriculture. It seems practicable, also, that an expert might be sent to the larger county teachers' institutes, to tell the teachers how to go to work to interest their pupils in farm life.

AGRICULTURE IN THE STATE UNIVERSITY.

During the past six years the Agricultural College in the University of California has been reaching out in many directions, its usefulness limited only by lack of sufficient appropriations of money. The lectures at Farmers' Institutes, held in all parts of the State, have done for the agriculturists what County Teachers' Institutes have accomplished for the public school teachers. I remember well the time when both were met by the sneers of the multitude. I recall the time also when the agricultural course in the State University was called, by the great body of classical students, the "cow-yard," and the few boys pursuing the course were called "cowboys." Now instruction is given to large numbers of students in many branches of farming, including in part, horticulture, viticulture, dairying, chicken farming, stock-raising, remedies for insect pests, and the replanting of vineyards destroyed by phylloxera, with vinefera grafted on resistant roots such as the Rupestris St. George, the Riparia Montpelier, the hybrid 3309, and many other resistants that have been used in replanting three-fourths of the entire vineyard acreage of France.

A skeptical, fault-finding old grape-grower said to me a few days ago: "I can't see why the State University professors don't find out how to kill phylloxera. I don't think the university amounts to much."

"My dear sir," I said, "college professors don't know everything under the sun. Have you ever dug up one of your dying vines to see what a

grape-root louse looks like?" "No," he said. "I don't want to see a phylloxera: I want to know what will kill 'em."

Then I told him the story of the traditional Irishman who rushed into the presence of his employer exclaiming, as he exhibited a big black beetle, "I've found a phylloxera: here he is, and he's a bouncer." My skeptical friend swallowed—not the beetle—but the story, whole.

As a small fruit and grape grower, I am glad here to express my unqualified praise of the good work the College of Agriculture has been doing in the past six years under the energetic management of President Benjamin Ide Wheeler. Last year, I heard his address at the opening of the first State Farmers' Institute ever held in California. That address was not only eloquent and earnest; it was fervid enough to kindle a fire under the ribs of death, to say nothing of apathetic agriculturists. I asked him at the close where he learned so much about farming, and he quietly said: "When a boy I worked on a small New England farm."

Last year, the "California Viticultural Club" sent a communication to the Board of Regents of the State University asking that body to appoint a committee of three to meet a committee of the club for a conference on matters pertaining to viticulture in the College of Agriculture. As president of the club, I was one of that committee, and President Wheeler was another. We had a business conference of two hours, and, as a result, we secured a larger appropriation for the department of viticulture in the University, and also a call for the return of Professor Bioletti from South Africa to California. It was without exception the most effective, business-like committee meeting that I ever attended in the course of my life.

I have personal reasons for fully appreciating the agricultural instruction given at the State University. My eldest son, Frank Tracy Swett, was for two years a student in the University, at the end of which time I was under the financial necessity of taking him out to take charge of a fruit farm and vineyard which was running me into debt under an inefficient foreman. I started him with a fair salary and he filled the bill. He has completed his viticultural education by keeping in close touch with the State University and now has a quarter interest in the home farm. He has become a good business man and is counted as a viticultural expert. My younger son, John French Swett, when half way through Stanford University, came home with his eyes disabled by the measles which prevailed as an epidemic at the university. For three long years, I read to him two hours a day, thus giving him a reasonably full course in general history and literature. He has recovered the use of his eyes so as to be able to work on the farm, but his eyes are not strong enough to resume his studies, and he is in training to become a fruit-grower. My youngest daughter, Helen Swett, after graduating from the State Normal School, and then from Stanford University, became for two years a teacher of biology and nature study in the city of Alameda. She is now engaged in philanthropic work as an agent of the Associated Charities for Oakland and Alameda County.

My wife, when a young woman, Mary L. Tracy by name, taught a public school in San Francisco, married a schoolmaster, and now both of us have retired to a farm. Even school teaching did not educate us away from farm life. We have a large library of our own and we draw books from the Mercantile Library and the Mechanic's Institute Library, and have a home reading circle of our own. We have a harmonious home of children and grandchildren, all on a farm.

Whatever incidental attention may be given in the public schools below the grade of the State University, it is certain that agricultural experts must be trained in the University of California. Wherever the coming State Agricultural Experiment Farm may be located, whether on the summit of Mt. Shasta, in the Mojave desert, or in the great interior basin of the Sacramento, it must be run by scientific experts, and it must be supported by large appropriations of public money. Whether we are satisfied or dissatisfied, let us accept the situation and unite cordially in support of the farm.

The old education, consisting chiefly of professors and classical textbooks, was comparatively inexpensive, but the new education calls for expensive laboratories ,and costly apparatus. The new education adapted to our present complex condition of industral life, requires the expenditure of vast sums of money. There is no doubt whatever that the American people will meet the requirements of the twentieth century.

California is just entering on an era of intensive cultivation of the soil, by means of irrigation canals, which will convey the surplus waters of the Sierra into the great central basin of the Sacramento and the San Joaquin. It will be an era of small farms, of from 50 to 60 acres, on which a family an live and thrive. The 10,000 acre wheat-fields and stock-ranches are passing out of existence. Let us all, whether teachers or farmers, join hands and pull together to improve the schools and the farms.

Discussion.

Dr. O. P. Jenkins, Professor of Physiology, Stanford University, expressed agreement with the writer of the paper, and regretted that the farmers were not in attendance in greater numbers to profit by the very pertinent suggestions made by him. The farmer is largely responsible himself for the fact that the boys leave the farm instead of remaining with it. The schools have little to do with the matter; boys leave the farm because it does not pay them to stay under the conditions as they exist.

If agriculture is introduced in the secondary school it should be as an elective; in fact, I believe that high school subjects generally should be elective.

The question of agricultural instruction in the elementary schools involves a greater difficulty. Pupils of the grades are immature and not many things in the line of agricultural instruction can be given them, even if time would permit.

In the matter of Nature Study, which has been a mark for fun, it is admitted that much that has been done is crude—not because of the subject, but in the manner of its presentation. But this is to be said in favor of all attempts, no matter how crude: it is a beginning, and as the tree grows it can be pruned into form. If there were no beginning there would be nothing to develop for the future.

Legislation cannot help us. We need energy and conviction on these lines, and if these do not fail, results will follow.

The discussion was continued by J. H. Ackerman, Oregon: "This matter is largely a matter of time. When the American people want a thing they will pay for it, no matter what it costs. I will never be satisfied until we spend as much money on the education of our children as we do on whisky and tobacco."

He called attention to the average farm home and compared it with the more comfortable and pleasant homelike conditions which obtain in the homes of the towns and cities.

He advocated a partnership between the farmer and the boys and girls to make them feel that it is worth while to stay on the farm.

Department of Music

President.....Mrs. L. V. Sweesy, Berkeley
Vice-President.....Milton Lawrence, San Jose
Secretary.....Miss Estelle Carpenter, San Francisco

The meeting was opened by Mrs. L. V. Sweezy, President, who spoke enthusiastically of the importance and growth of Public School Music.

After an organ solo by Miss McElroy, Miss Lida Lennon, who is Supervisor of Music in the Chico State Normal School, gave a most interesting talk on "Listening to Music," which she illustrated.

She said in part "That in our preparation for the children in their music work that we should not lose sight of the fact that the majority of the pupils become listeners and not performers. If they are never taught to listen, then they are not competent judges of the differences in music; thus they as listeners will be unable to appreciate the great works of the master musicians.

As a matter of fact, each one possesses more musical ability than most people believe. Many are more musically susceptible than is generally imagined, consequently if the children are given systematic help in listening, they will be able to distinguish the good from the bad, and will be able to enjoy the best in music.

In giving listening exercises, there must be many lessons to be of much benefit. One experience in listening will not be much help. But repeated experiences will give the children the desired knowledge. The lesson, if presented in the right way, will be intensely interesting, and as soon as an insight is gained, a new world is opened to the listeners.

Of course the piano must be used. We have to go to the piano for the harmonic effect of compositions, and where the children can be given this practice in listening to the different styles of music they become intelligent listeners.

Miss Lennon admirably demonstrated her theory by giving a lesson to a class of twelve children of the Berkeley schools. Unfortunately, the severe storm kept about twenty-five children from attending, but the twelve children present gave excellent attention and responded admirably to Miss Lennon's skillful teaching.

After playing a selection, which was entitled, "Autumn," Miss Lennon asked the children if it made one think of out of doors or indoors. They concluded out of doors, and, after a number of questions, such as, was it fast or slow? loud or soft? gay or sad?

noisy or quiet? and finally, what season of the year? one child said the selection made one feel as if it were "Winter in California," which was, after all, not far from being right, because California winter is something like the Eastern autumn.

She cleverly showed how, step by step, these mere children could apply these questions to every composition presented to them, and that they could be helped to arrive at correct conclusions, for, after all, even the brightest people must be shown the way. Genius must even have aid in studying; so the children of the masses must have assistance in listening to music so that they may become intelligently appreciative of it.

After playing a selection called "Uncle Remus's Banjo," the questions were asked, Is that happy or sad? solemn or funny? healthy or sickly? She then stated that it represented some one playing on a musical instrument, and then asked if the person playing was a fat or thin person? black or white? and finally she asked if the children could name the instrument.

To most of the questions the children gave the correct answers, and at the close two children guessed that the selection represented a black man playing on a banjo. The keen delight and satisfaction that beamed out upon the children's faces was the surest proof that this "Listening drill" could be made a most wonderfully instructive ear opener and that it should be a means of showing the people how music actually represents real life and every day occurrences.

Miss Lennon then played most beautifully an exquisite little selection. She told the children that it was a flower and that they should guess its name. She asked the following questions: Is the flower large or small? a magnolia? sunflower? chrysanthemum? single or double flower? heavy or delicate? sweet or scentless? The children gave numerous answers, such as violet, dandelion, lily, but did not give the correct flower, for it was a wild rose, but they really caught the suggestiveness of the composition.

After Miss Lennon played Chopin's Funeral March she asked the following questions, Is it happy or sad? slow or dancing? all the children wrote, when asked to guess the name, "Funeral March," showing that musically they were wonderfully acute.

After the "Reapers' Chorus" was played the children guessed correctly the meaning of the selection after these questions were asked: Is it happy or sad, hopeful or discontented; does it make one think of an organ, banjo, or singing? With one accord the children answered, singing. Was the singing made by one or by many? Without hesitation the children answered, Many people together. Finally it was decided that it sounded like many people at work, and that the work was cutting grain.

The last illustration was something that sounded like music and after the composition was played the questions asked soon produced the answer, "Music Box."

The handling of the whole subject by Miss Lennon showed the utmost skill and art. Her compositions were selected for her purpose, and they were artistically executed. Her questions were so arranged that she suggested without actually telling; she interested the children so thoroughly that they were kept correctly guessing, and yet did not lose their independence of thought. In the half hour spent with Miss Lennon the children and the audience were made to perceive that there is a realm of "Music Listening" that opens a new world of beauty and delight to the music student.

Written by Estelle Carpenter, Secretary.

Mrs. C. A. Bernhard, Supervisor of Music in Ukiah, then gave an interesting talk on what she was doing in the high school chorus work. She urged teachers to especially teach children to listen so carefully that they could think music as well as sing it.

Miss Emily Hodge, Superivsor of Music in the Stockton schools, gave some valuable points along music work. She emphasized the points that ear-training for the young was extremely important, that the tone quality should be pure and sweet, and in the part work the children's attention should be called to the harmony so that they will learn to enjoy it.

Unfortunately, we have not many pianos in our school rooms, so the children have little chance to hear the harmonic effects of good accompaniments. Whenever possible, we should give part songs to develop a love of the best harmony.

Each public school teacher should, if possible, study music in order to help the children musically, because the work in the public schools will eventually effect the development of our national music.

Gradually the public will appreciate the crying need of music in the schools. We supervisors hope for the time when the public will be fully aroused to the urgent need for more music for the children.

Miss Christine Nielson sang two beautiful songs in a very sweet voice.

After recess a very interesting paper was given by Mrs. Sanderson of Berekeley, who is a pupil of Calvin Cady. Her subject was, "What a Music Education Means," and she illustrated her talk by a lesson to two little girls, who demonstrated her work by writing little tunes after they were played by Mrs. Sanderson. The children listened to the time, then pointed on the staff where they thought it began, and in what key it was. They then sang time and pointed it on the staff. They then signified the strong pulses by

clapping. Finally they wrote the heads of the notes, then the stems and finally the bars. They wrote a number of these little exercises correctly.

On Wednesday morning Miss Ida Fisher, Supervisor of Music in Alameda, directed her Boys' Glee Club. The boys' voices were well balanced, extremely well blended, and followed their leader exceedingly well. The boys kept their parts perfectly and sang with expression and good tone quality, and the audience heartily applauded them. It was a long distance to come from Alameda, and the Music Department greatly appreciated Miss Fisher's work, for it is hard work to get boys together in vacation.

After this, as Mr. Frederick Wolle, Department of Music, University of California, was not present, therefore the President took the opportunity to give a description of some of Mr. Wolle's chorus work with the University students, and expressed regrets that he could not speak to the members of the Music Section.

Miss Mabel Cross sang artistically two selections, after which Mrs. Elizabeth Perkins of Westport, Miss Lois Stilson of Chico, Miss Blanch Clements of Wastonville and Miss Elsie Wiley of Santa Paula gave short interesting talks of experiences in teaching music in ungraded schools.

Miss Fisher's Boys' Club then gave two beautiful selections in a most commendable manner and were heartily encored.

The session then closed with a most interesting talk on the History of the Organ, followed by an organ recital by Mr. Warren Lucy, organist of St. Marks.

Thursday noon the President, at her home, gave a luncheon to the Supervisors of Music, after which they adjourned to the music room of the Commercial High School, where a Round Table was held. Discussions were held on important questions, such as "How Can a Feeling for Rhythm be Secured During Sight Reading?" and "Methods of Interesting Boys in Music." After this, election of officers took place, which resulted in the following:

President.....Mr. Nesbitt, Supervisor of Music in Fresno
Secretary, Miss Lida Lennon, Supervisor of Music in Chico Normal School.

A Committee on High School Course of Study, consisting of Mrs. Gertrude Parsons, Los Angeles; Mrs. Bernhard, of Ukiah, and Mr. Jeffens, of Palo Alto.

After a social hour, the session closed, after thanks were extended to the President for the enjoyable session in Berkeley and hopes expressed that all would be present at the next meeting.

ESTELLE CARPENTER,
Secretary.

The Western Journal of Education

April, 1906

CONTENTS

PAGE

EDITORIAL - - - - - - - - 547

The State Board Examination—Of the Greatest Interest to Teachers—How Does the American Compare?—Books to Read—The Value of Food—Industrial Education in Rural Schools—Transportation of Pupils in Indiana.

A READING PLAN FOR THE EIGHT GRADES. *Robt. H. Lane* - - - - - - - - 555

NATURE STUDY AND AGRICULTURE FOR THE ELEMENTARY PUBLIC SCHOOLS. *A. C. True and D. J. Crosby* - - - - - - - 566

Nature Study; Group I, Group II—Some Nature Study and School Garden Publications.

POLITICAL EDUCATION IN SECONDARY SCHOOLS. *H. S. Gilbertson* - - - - - - 576

PEACE FOR ALL SCHOOLS, MAY 18. *Alice L. Park* - 581

BOOKS AND MAGAZINES - - - - - - 583

School Gardens—Roger Ascham on the Superiority of Learning—The Country School Teacher—How the Public Press May Aid the Public Schools—Coeducation East, West and South.

OFFICIAL DEPARTMENT. *Thomas J. Kirk, Superintendent of Public Instruction* - - - - - - 588

State Board of Education Meeting—Reports of Committees—Credentials.

UNIVERSITY OF CALIFORNIA SUMMER SESSION, 1906 592

WESTERN SCHOOL NEWS - - - - - - 595

Notes—National Educational Association Forty-fifth Annual Convention—University of California—Prizes.

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The Western Journal of Education

APRIL, 1906

EDITORIAL

The State Board Examination

The State Board of Education held its first public examinations for the High School Credential on March 12th. In spite of the fact that much complaint has been made that many worthy persons, who could not bring formal proof of ability to teach in secondary schools, were completely and unfairly excluded by the old rule from following the occupation of their heart's desire, only two persons took this examination. This fact seems to show conclusively that the old system worked a hardship to a much smaller number of people than its critics have maintained that it did. That only two people appeared for this examination indicates that very few teachers of other grades are clamoring for an opportunity to prove their fitness to take part in high school instruction. It proves that the present provision for certificating such aspirants is ample and it disarms the objectors to the system, completely. This innovation brings a degree of peace, for it estops the mouths of complainers; but the best thing about it is that it makes our system thoroughly democratic and opens the work of secondary teaching to anyone who may in any way be able to show fitness for it. It does not follow that since only two people took the examination that such examinations are unnecessary. The opportunity to show fitness to teach must be provided at regular intervals, else high school teaching will be arbitrarily limited to a class of our people—the college graduate class. The State Board of Education is the best agency for conducting such examinations, it can conduct them fairly and maintain a high and uniform standard in them.

Of the Greatest Interest to Teachers

California is making large plans for the entertainment of the teachers of the nation next summer. It would be difficult to imagine a more attractive program of combined travel and instruction than the one which is being prepared here for them. The Executive Committee has just issued a little book called "Points For Travelers," which a request directed to 25 New Montgomery Street will secure. It contains a careful statement of railroad rates, hotels, excursions, together with their cost, industrial notes, and a brief notice of the summer schools to be held in conjunction with the National Meeting. The round-trip rate will be one first-class fare plus two dollars for membership in the association. Tickets from points beyond Portland, Ogden, and El Paso will be placed on sale on June 25th, and will be good until September 15th. But to permit the teachers of the entire Pacific Coast and the members of their families, to spend their vacation at the Summer Session of the University of California, or the State Normal School at San Jose, or the resorts of California, the railroads will issue to them N. E. A. tickets, one fare for the round trip plus two dollars, beginning June 1st and good until September 15th. Stop overs and side trips are allowed on all such tickets. Thus it will be possible for every teacher in the West to visit the chief points of interest in California, attend one of the greatest summer schools in the world, be present at all the meetings of the National Educational Association, and stay in California as much longer as she may care to, at a very moderate cost, indeed. Such an educational opportunity has never before been offered to the people of the West. The preliminary announcemnt of the Summr Session of the University of California indicates that its faculty will be made up of such distinguished scholars and teachers as Prof. Hugo De Vries of Amsterdam; Prof. John Adams, Principal of the University of London Training College; Prof. Ernest Rutherford, the distinguished physicist of McGill University; Senor Ezequiel Chavez, Sub-secretary of Public Instruction and Fine Arts for the Republic of Mexico; Professor Frederick J. Turner of Wisconsin, the distinguished author-

ity on United States History; Prof. Josiah H. Penniman of the University of Pennsylvania, who offers instruction in English Literature; Prof. E. P. Cubberley, Supt. Frank F. Bunker and Supt. Thomas L. Heaton for Work in Education; Prof. Frederick Wolle, Music, and Prof. W. J. V. Osterhout for Nature Study and the teaching of Agriculture. There are as many courses for elementary school teachers as for high school teachers. Indeed, special pains have been taken to provide work suited to the needs of public school teachers; courses in Arithmetic, Geography, English Literature, Music, Drawing, Nature Study, United States History, and in all phases of Education will indicate the rich program which has been prepared for the elementary teacher. No teacher need fear that she will not find an abundance of work suited to her degree of advancement.

The announcement further calls attention to the fact that it will be almost as cheap to combine attendance at the Summer School with attendance at the N. E. A. as it will to attend the meetings of the N. E. A. alone. The railroad fare is the same in both cases and one can live in Berkeley for six weeks in a comfortable boarding-house for a sum which is not greatly in excess of a hotel bill at a first-class hotel for one week. The item of 12 dollars for tuition is the chief difference, but no other school in the world assembles so distinguished a faculty each year and charges so low a tuition fee. California had pledged herself to recruit five thousand members for the National Educational Association. She must not fail to get them and no teacher in the State or on the Pacific Coast can afford to miss such unexampled opportunities for self improvement as are being offered this year.

The California Teachers' Association has arranged to keep open house to the visiting teachers during the entire convention. The hearty and united efforts of the teachers of the State are called for to make this undertaking a success. Let no teacher fail to be at the California headquarters to extend the welcome of our State to some Eastern visitor.

How Does the American Compare?

The Hon. Maurice Baring, writing in the *Morning Post,* shames our middle-class education by a comparison with Russian accomplishments. He tells us that "the average man and woman of the Russian middle class is incomparably better educated than the average English man or woman of the same class." Who would have imagined that? Why, "they are saturated with the foreign classics; and they are conversant with modern thought in the various European countries, as far as it is allowed to reach them. When one sees the average Englishman abroad, one is aghast at his ignorance and his want of education in comparison with these people."

The reason is very simple: they are taught at school things which will be useful to them. Every one is given a general foundation of knowledge. I do not believe the average Englishman to be more stupid than the average foreigner; but he is not educated. A man may go through a public school, and even a university, in England, and come out at the end ludicrously ignorant of everything except the classical books he was obliged to "get up"; and at our public schools, with a few brilliant exceptions, the education of the average boy amounts to this: that he does not learn Latin and Greek, and he certainly learns nothing else. I never heard English history mentioned at Eton, and all the English history I know I learnt in the nursery. The average Russian boy knows far more about English history than the average English boy—let alone European history; and a cultivated Russian of the middle class is saturated with John Stuart Mill, Herbert Spencer, Ruskin, John Morley, Buckle, and Carlyle; whereas Shakespeare, Milton, Byron, and Shellery are treated as Russian classics.—*The Educational Times,* London.

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Books to Read

There is small occasion to review text-books in a state in which state adoption prevails. Unless they are so remarkably good that the teacher would be justified in ordering special copies for desk or library use, there is little need in calling attention to them. On the whole, the mills of the text-book makers do not turn out many of these highly remarkable books, and of late we have not felt constrained to publish extensive notices of their output. It

is not, however, our intention to omit them altogether and we perhaps owe someone an apology for not having kept up with the products of the press. It is our policy to publish at least a complete list, and, if possible, some account of all the books which reach us from time to time. For the reasons above stated most textbooks can be disposed of in a rather summary fashion, but there is another class of books that merits more attention. To this class belong those more helpful books for teachers upon the extensive reading of which the professional growth of the members of the teaching body may be said in large part to depend.

Perhaps the most attractive book of this kind which has been issued in recent months is Bagley's "The Educative Process." It deals with educational principles rather than the details of method. We quite agree with the writer that "clear and definite notions of the function of education and of the laws which govern the educative process will do much toward eliminating the waste of time and energy that is involved in the work of the school." The work is an attempt to put the data of biology and psychology that pertain to education into the hands of the working teacher. It is divided into six parts: The functions of education; the acquisition of experience; the functioning of experience; the organization and recall of experience; the selection of experiences for educational purposes, educational values; the transmission of experience and the technique of teaching. We cannot agree with Mr. Bagley's doctrine of work—that "active attention is obviously always unpleasant." This seems to us to savor of the old faculty psychology which it seems is almost as hard for the psychologists as for pedagogues to desert. The last chapter of this book, the hygiene of the teaching process, introduces us to the next one, "The Physical Nature of the Child," by Stuart H. Rowe. If the next generation is not a far healthier race of men and women than the present one it will not be because much attention was not given to their physical health during the important period of childhood. We are becoming a body-conscious people, which is the same as saying that we are beginning to use our brains to conserve our bodies which as evolutionists are never tired of telling us is one of the chief reasons why we have brains. There are several reasons for great attention to the health of school children, one is their age, another is the

dangerous conditions of school rooms in which they are herded together. There can be litle doubt that a wise teacher may safeguard the life of the pupils committed to her charge and may turn them out immeasurably healthier boys and girls if she will but inform herself concerning simple ways and means easily at her disposal and will put them into practice. This book is written to serve as such a guide to the teachers in city school systems as well as the teachers in rural schools. Another book which we heartily recommend to all teachers who are seeking to enlarge their comprehension of their work is "The Outlook to Nature" by Professor L. H. Bailey of Cornell University. This book appeals not only through its charmingly suggestive treatment of nature which may serve as part of a proper preparation for vigorous and successful work in Nature Study, but also through the third lecture, the School of the Future, which urges the school to deal with the realities of the environment of the child.

Another work of uncommon value, but one which appeals rather more to school administrators than to the generality of teachers is Professor E. P. Cubberley's "School Funds and Their Apportionment." It is a comparative study in school administration which will easily take rank as the most thorough and valuable work which has yet been done on the subject. School authorities in other states are already shaping their systems to correspond with its conclusions.

* * *

The Value of Food

"Why trouble about cooking, when tinned lobster and pickles can be readily bought and expeditiously prepared."—Yet Mrs. Marvin, as we are glad to see, pegs away at the urgent need of training girls to be housewives and mothers. The existing ignorance is absolutely appalling, in spite of the many efforts to dispel it that have been made and are being made. We are, perhaps, rather proud of our cookery schools and our laundry centres. Mrs. Marvin tells us that of girls over eleven only one-quarter learn cookery, only one-nineteenth learn housewifery, and only one twenty-second learn laundry work. Book education, partly because it is cheap, has assumed too great a monopoly of the school hours. Practical teach-

ing in the facts that tend to produce a well ordered and healthy life are of the utmost importance. The present ignorance, to take one point alone, of food values is discreditable to those who are responsible for our codes and disastrous for the well-being of the nation. It is just as easy to suffer from malnutrition as from under-feeding (or indeed from over-feeding). Even among the so-called educated classes and their cooks this ignorance is extraordinary and lowers their vitality. It is obviously a matter of primary importance that some member of the household should know the values and properties of different sorts of food.—*The Journal of Education,* London.

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Industrial Education in Rural Schools

The *Journal of Education* sums up the report of the National Educational Committee upon "Industrial Education in Rural Schools" as follows:

First, that in existing one-room district schools a limited amount of nature study and work in the elements of agriculture, and hand work for both boys and girls may be undertaken. . . . But little can be expected in the way of industrial education in this class of schools. Where enthusiastic teachers qualified for the work, and pupils of sufficient maturity are brought together in the same school, something worth while may be accomplished, and that the effort for such accomplishment should certainly be made.

Second, that in the consolidated school having at least four teachers, one of whom is prepared to teach the elements of agriculture and manual training, and another domestic science, very much more in the field of industrial education may be attempted than in the one-room school, and with far better results. . . . At small expense rooms may be provided for manual training and domestic science work, and a plot of land as a part of the school grounds set apart for illustrative and experimental work in agriculture. . . .

Third, that in the township or other distinctively rural high school, and in the village high school attended by a considerable number of pupils from the country, a modification of courses of study should be made which shall provide for the introduction of work, especially in the elements of agriculture and domestic sci-

ence, and such further lines of industrial education as local conditions may make feasible. . . .

Fourth, that while the agricultural or industrial high school is found in but few localities, the character of the work already done in the existing schools of this class, the interest they awaken, and the hearty support they receive from the agricultural communities maintaining them, the history of these schools in foreign countries, the value of their work both for disciplinary and practical purposes, all combine to present the strongest reasons for the organization of schools of this type in large numbers, in agricultural communities. . . .

Fifth, that the agricultural colleges and experiment stations have already done much in the formulation of a body of knowledge essential in the field of industrial education, but that more yet remains to be done in putting this body of knowledge into available form for use in elementary and secondary schools. . . .

Sixth, that the mastery of such parts of this rapidly developing body of knowledge as is within the capabilities of elementary and secondary school pupils furnishes a mental training unsurpassed in extent and quality by the mastery of any other body of knowledge now regarded as essential in our common school courses, and requiring an equal amount of time; and that for utility value it is not equaled by any other body of knowledge at present required through the expenditure of the same amount of time and effort.

Seventh, that for the improvement of educational conditions in rural communities, the people in those communities must be educated to see and appreciate the possibilities and value of industrial education; that the value of this kind of education in increasing the productive capacity of those being educated is the argument which appeals most strongly to the rural population. . . .

Eighth, that the courses of study in rural schools should be framed with reference to meeting the needs of the children in those communities, and not with reference to preparing a small percentage of these children to enter high schools whose courses of study are formulated, not to meet the needs of the great majority of those who attend them, but to prepare the remaining small minority to enter some still higher school.

Ninth, that it is possible and desirable so to organize the rural school system as to present an articulated series of schools from the elementary school to and including the agricultural college, in which the work at every stage shall be planned and administered with reference to the needs of the pupils at that stage without the elimination of any valuable feature in the present school system, and without abridging in any way the opportunities for advancement of such pupils as wish to enter other schools of secondary or higher grades.

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Transporta- of Pupils in Indiana

At present 7,967 children are being transported from their homes to some consolidated school in the State. In all 683 schools have been abandoned and the total number of consolidated schools is 275. The average daily cost of this transportation is $806.35. Reports from forty-two counties show that, after a fair trial, the people are in favor of consolidation, nine reported that the people are not in favor of consolidation and the remainder reported that the consolidation had not been tried sufficiently to determine whether or not the people were in favor of the plan. There is yet room for consolidation. There are twenty-seven schools that have five pupils or fewer; 247 that have between five or ten; 1,041 that have between ten and fifteen, and 1,835 that have between fifteen and twenty pupils.—*The Educator-Journal.*

* * *

A Reading Plan for the Eight Grades

There seems to be a need at present for a plan or outline in reading for the public school which will help in achieving the three aims of that study as we have of late come to recognize them. A reading course must,

First. Give the children the ability to read simple English prose or poetry at sight, with due regard to clear enunciation, correct pronunciation, and some attempt at voice expression in realizing the author's purpose.

Second. Make the reading habit so firmly fixed in the children's characters that they will be happy all through life in the companionship of good books and unhappy without them.

Third. Give a familiarity with the more simple masterpieces of English literature and some definite ideas about their authors.

In so far as a reading course attempts to realize these aims it is worthy to be followed; if, as is too often the case, it is a haphazard series of painful attempts to cover so many pages in a reader, it is unworthy to be followed. At the very basis of a reading course must be some appreciation of the children's interests, abilities and needs, and in the main it is safe to say give them something all along the line for their reading which will interest them, which will be moderately easy for them and which will fill a given need at a given time. Children change entirely in interests, abilities and needs at certain stages in their school life, and it is the purpose of this outline to accomplish the ends noted above while allowing for these various stages and providing directly for them.

We are all of us more or less familiar with the culture-epoch theory of the German schools and with the reading lists based on that theory. Miss Scott in her "Organic Education" has worked out a similar course for her Detroit children and formulated her reading courses on a logical and scientific basis. It will be found, however, that her plan—successful in the East—would be most unsuccessful here, due perhaps to the climate and its effect of retarding, in some measure, the mental growth of our children to later years. The following plan is presented on its merits with due acknowledgment to the culture epoch theory and to Miss Scott's helpful book as well as to Mr. Percival Chubb's delightful teacher's manual on English.

FIRST YEAR, SECOND YEAR.

Aim: To master the mechanics of reading. Everything else must be subordinated to this and children should be held in these grades until they can read from their readers with accuracy, speed and expression.

Required Text.

Children's Primer, First and Second Readers.

Supplementary Texts.

Any good reader suitable to these grades, *provided* that it is as easy or easier than the required text in order to use it rapidly and to give the children a sense of mastery in their reading work. The required work, however, must be well done first; it is worse than useless to give supplementary reading when the required work has been half done.

Literature.

Fairy stories, stories suitable to the season of the year, and simple short stories and poems about children, or animals, or other subjects pleasing to children, should be read or told. Memory work should consist of short poems or verses, preferably those employing gestures or capable of being acted out.

THIRD YEAR.

Aim: Primarily the same as in first and second years, with the added idea of introducing the narrative story as successor to the necessarily disjointed sentences in the easier books.

Required Text.

Children's Third Reader, omitting all unsuitable material, such as the deadly dull biographical lessons which are interest-killing in the extreme.

Supplementary Texts.

Any *easier* third reader which is full of good stories. "Fifty Famous Stories" is a trifle difficult, but so interesting that the children can use it to advantage. There are dozens of similar publications which give the classic stories of childhood in easy form.

Literature.

This is the year when the children should be given the great stories of childhood, such as Jack and the Bean-Stalk, Red Riding Hood, and similar classics. These should be read, retold, acted out, if possible, until they are part of the children's lives. By the end of the year the children should know all these sufficiently well to tell them with life and interest. Teach the Mother Goose rhymes along with the stories until they are known by heart. Phoebe and Alice Cary are the poets par excellence for this grade, but Longfellow and Lowell should be left until much later.

FOURTH YEAR.

Aim: To lead the children's interest toward the home and the family as the center of all usefulness and pleasure. The reading matter should reflect this as far as possible. By this time the children must have mastered the mechanics of reading and have more time for the literary side of the study.

Required Texts.

Children's Third and Fourth Readers.

Supplementary Texts.

Any *easier* third or fourth reader which will have good stories rather than the cut and dried reading lessons too often found. In this grade the required reading should supply material for word study, spelling, easy grammar, and language work, but the supplementary readers should be used *solely* for practice in rapid reading. Here and hereafter this distinction between required reader and supplementary reader should be sharply defined. Have as the aim of the supplemental work to get done a great deal of fairly good reading rather than a little painfully exact reading. This is the reason why the supplemental reading should be easier than the State Text. One or two children's classics well within the ability of the children and intrinsically interesting should be read. Miss Mulock's Little Lame Prince and Alice in Wonderland are probably the very best books of the kind, but others will suggest themselves.

Literature.

This is the school year when the stories presented to the children should centre in the home and home life. The child should outgrow here the nursery classic and mother stories of the first three years and pass to the point where he realizes that he belongs not only to the mother, but to the family circle with its responsibilities as well as pleasures. The authors for this grade are preeminently Andersen and Grimm, and their best stories should be presented in each of the following ways:

(*a*) By the teacher telling the story.

(*b*) By the teacher reading the story and amplifying as she reads as well as simplifying and explaining.

(*c*) By one of the pupils telling or reading the story after previous preparation.

Heidi's Spyri is well adapted to this grade, but is better if handled entirely by the teacher. It is an admirable story to read to the children, a little each day.

The poetry for the year should be chosen in accordance with the general aim of the year. Eugene Field, the Carys, one or two of Longfellow's poems, and above all, Stevenson, should be gone to for material. Such poems of Lowell's as appear in the State Text should be entirely omitted, as they are absolutely beyond the children at this stage.

FIFTH YEAR.

Aim: To lead the attention of the children outward from the home into an interest and delight in the outside world and its inhabitants. This should be the Greek year of the course striving

to obtain the Greek love of nature as well as its curiosity and alertness as mental habits.

Required Texts.

Children's Fourth Reader and one of the following or its equivalent:

Baldwin's Old Greek Stories.
Kingsley's Greek Heroes.
Francillon's Gods and Heroes.

Supplementary Texts.

Any *easier* reader which will have a predominance of Greek fairy tales and myths told in simple and forcible language. A number of readers of this grade give adaptation of one or more of Hawthorne's stories and these supply the ideal material for supplementary reading. Obviously, if the year's work is to be upon Greek life and thought, the supplemental work should be of this nature, and not strike off on a tangent to some other field. Guerber's Story of the Greeks supplies fine material for little talks on Greek geography, customs and art which should, of course, accompany all this work.

Literature.

The author for this year is, of course, Hawthorne. The Wonder Book should be used first, followed by the Tanglewood Tales, the method of presentation being the same as in the fourth year. The teacher will need to rearrange the order of the stories and select the easier ones to commence with. Call the attention of the children to the same myth as told by Hawthorne and by Kingsley, and let them hunt for differences in detail. This is always an interesting exercise and trains in discrimination. Gayley's Classic Myths should be on the teacher's desk as well as Gulick's Home Life of the Ancient Greeks. Let the children use these books constantly to help them answer their own questions about life in old Greek days, and let them use Gayley especially for the poems and references to literature suitable to this period. Longfellow, Lowell, and Whittier may be used cautiously in this grade for other poetical material.

SIXTH YEAR.

FIRST HALF YEAR.

Aim: To lead the children's thought from the Greek period to the sterner, more practical one of the Romans. This should be the place the get hold of the twelve-to-fourteen-year-old-boy through his interest in athletics, organizations, politics and war. This is

just the period with many boys when they lose interest in school because they are not given the proper mental food. What they need here is plenty of stories of adventure, deeds of heroism, military exploits and feats of physical strength and endurance, whereas in nine cases out of ten they are given a diet of Enoch Arden, Snow Bound, and other romantic poems which are utterly distasteful *at this stage.*

Required Texts.

State Series Introductory History and Mrs. Beesly's Stories From Roman History (Macmillan), or its equivalent.

Supplementary Reading.

Any easy supplementary book which deals with adventure or heroic achievement. Robinson Crusoe is the ideal book to use here, as it can be procured in a variety of school editions with the tedious portions omitted. In reading this book in class the teacher should not make the common mistake of stopping at every paragraph to dissect the grammar, diction, and meaning of the author. Read for the story and read rapidly enough to keep in step with the action of the narrative. Tom Brown's School Days is a good second choice and should be handled in the same way. Guerber's Story of the Romans, Pacific History Stories, the Story of Ulysses, and the similar books which are full of adventure are suitable to the needs of the half-year.

Literature.

Macauley's Lays of Ancient Rome are fine material for use here and can be presented in a variety of ways. The two poems to be chosen are Horatius, and the Battle of Sake Regillus. The best way to present them is for the teacher to tell the story of the poem in conversational style in prose, and read or recite as the story is told, the more stirring stanzas. This mixture of poetry and story is peculiarly attractive to children and is much more interesting and easy to understand than if the teacher read the entire poem or merely told the story. Four or five stanzas should be chosen from each poem to be memorized; one stanza a week is good measure. Shakespeare's Julius Caesar should follow as a picture of republican Rome, the teacher telling the story of the play in very simple words, illustrating with a very few extracts read or recited. One or two short selections should be memorized, but if the work proves too difficult, as it will occasionally with a backward class, it should be dropped absolutely. In the hands of a good teacher, however, it will not fail. The story of Horace's life should be told to

the children as a picture of imperial Rome and they should be given to memorize a few lines of the ode in Pope's translation commencing "Happy the Man." Few people realize what a cheerful, genial and utterly human person Horace was and his life as it comes down to us is full of charm and interest. A delightful account of him will be found in the introduction to the translation of his poems by Sir Theodore Martin.

SECOND HALF-YEAR.

Aim: To add to the children's idea of heroism gained from their study of the Romans, the new idea of personal independence and responsibility which is characteristic of the Scandinavians. The Roman ideal was obedience to outward law, the Norse ideal was obedience to inward law as the foundation of good citizenship.

Required Texts.

State Series Introductory History and either Mabie's Norse Stories or Keary's Heroes of Asgard, or its equivalent.

Supplementary Reading.

If Keary is used as the required text, use Mabie to supplement and vice versa. The children should be asked to compare the same myth as told by each of the authors to note differences in detail and style. Other supplementary reading, as in the first half-year. In both classes easy elementary U. S. histories or books of history stories can be used for rapid reading with success. Mowry's First Steps in the History of Our Country is about the grade of book suitable to this year of school.

Literature.

The great epic stories of Norse mythology should be given in detail. Baldwin's Siegfried should be half-read, half-told to the children, that they may get the idea of the Norse hero at his best. The teacher should present only the main outline of the story, as it is too long to be given in detail. The next book should be Chapin's Story of the Rheingold, which is a pearl beyond price as a children's book for this year. Begin by telling the story of Richard Wagner, his struggles for success, his conception of the legends of the Nibelungenlied as parts of a connected story, and then tell the bare outline of the whole series. Now tell each story of the Ring separating them by intervals of one or two weeks, have the children tell the stories, have them read the stories, read the stories to the children, study the beautiful pictures illustrating the stories until

the children are masters of the Ring from beginning to end. It is difficult to overestimate the delight and profit these stories, rightly handled, will bring to a class of boys and girls. At the close of the term, Miss Chapin's Wonder Tales from Wagner should be quickly told as a close to the Norse half-year. Two books which have nothing to do with Norse mythology, but which are especially adapted to this grade are the Jungle Book and Wild Animals I Have Known. Let the children read them in their vacant periods or take them home to read.

SEVENTH YEAR.

Aim: To impress on the children the necessity for cleanliness of body and mind, for truth, courage and honor in daily life and for courtesy and kindness toward others. In this grade the majority of children are just entering the storm-and-stress period of adolescence, a most difficult period, owing to the great physical changes which take place in it. From twelve to fourteen years is essentially the romantic period of childhood and it is the absolute essential that boys and girls of these ages should have proper mental food and proper moral training.

Required Texts.

First half-year, Radford's King Arthur and His Knights, or its equivalent.

Second half-year, Scott's Lay of the Last Minstrel, or Lady of the Lake. After the periods of the Greeks, the Romans, and the Norsemen, comes the Age of Chivalry, when the ruder virtues of the earlier ages were softened and toned down to the polite and elegant ceremonials of mediaeval days. The aim for this year embodies in the main the aims of chivalry, and they can be made clear and definite to the children through the cycle of legends clustering around King Arthur and the Table Round and through the beautifully told stories of Scott. In many of our schools the Scott poems are taught in the eighth grade after Evangeline and Snow Bound. This is a vital error, because the latter poems are essentially modern in treatment and hence representative of the last culture epoch stage, while the Scott poems represent the earlier romance period. Another reason for postponing the Scott poems to the eighth grade is often given as follows: that they prepare children better for the work of the high school, as they can be more carefully studied for form, structure, versification, and meaning by older pupils than by those a grade earlier. Here again is a double inconsistency; we must make our course in the grammar

grades for the needs of the pupil who will never go to the high school, as the great majority do not, not for the few who do go. In the second place, a detailed study of a poem has no place anywhere in the elementary school; leave that to maturer years. Read to get the story and let the moral lessons and the incidental information sink in unconsciously. This can be as well done in the seventh as in the eighth grade, and if we are to send boys and girls out from the eighth grade properly in touch with their environment we must make the last year essentially the modern year and put the mediaeval period before it. Leave to the High School pupils the painful dissection of literary masterpieces; it has no place in the grades. The little book of Miss Radford's is a fine introduction to the chivalric period and should be followed by the Scott poems treated as indicated above.

Supplementary Reading.

The King Arthur stories may be procured in a number of other works suitable to the grade and should be used through the year. Inasmuch as the Scott poem chosen will take relatively longer than any previous required reading, there is hardly the need for supplementary reading that has been found in earlier grades. It will be found helpful, however, to keep on hand a set of readers of about sixth grade difficulty and use them occasionally for word study, pronunciation and grammar.

Literature.

This is the proper period for the romantic poem and story, and Tennyson, together with William Morris, will supply the right material. The poems chosen should be read to the class by the teacher and some of the short, easy ones memorized. Longfellow's Robert of Sicily, Bell of Atri, and similar romantic poems may be given. All of this memory work should come in the first half-year, taking that for the second half-year from the required text. For reading to the children, Chivalric Days by Howard Pyle, a Yankee in King Arthur's Court, and Sir Marrak may be given entire, and portions of Ivanhoe and Kenilworth. Care should be taken not to read too much Scott, as some children find him difficult to understand. Chivalric Days should be read without fail by the teacher a little at a time, and then left in the children's hands for study of the illustrations.

EIGHTH YEAR.

Aim: To review the Greek, Roman, Norse, and Mediaeval periods as a preparation for modern life, to see the connection of history, and to teach the elementary facts of American life as a

preparation for good citizenship. In brief, the aim of the year should be to put the children in touch with their environment.

FIRST HALF-YEAR.

Required Texts.

Longfellow's Miles Standish.
Longfellow's Evangeline.
Whittier's Snow-Bound.

These poems should be taken in immediate succession as pictures of American life in the seventeenth, the eighteenth, and the nineteenth centuries respectively. These poems should be read rapidly for the story, and as soon as one is finished it should be laid aside for the next. The one thing to avoid is a painful, literary, analytical study which dissests every line, as the children are not ready for it here. Such portions of Evangeline as are not important to the main thread of the story should be omitted. Give a *little* memory work from each poem, but see that it is *well* done. There is absolutely no sense in taking a year or five months or ten weeks for one of these poems, as is too often done.

SECOND HALF-YEAR.

Required Texts.

Rip Van Winkle.
The Legend of Sleepy Hollow.
These for the romantic side of American life.

The Man Without a Country.
This for the patriotic side.

Burrough's Wake Robin.
This for the nature side.

Here we have three cycles of American prose supplemental to the cycle of American poetry in the preceding term. Here again the idea is to secure a quick reading of several representative pieces of literature rather than a painful dissection of one. In the various fields chosen, the selected works cannot be surpassed, and here again is the opportunity of the teacher to illuminate those works with a running fire of comment, criticism, and explanation. This should be essentially the American year of the course, and at the end should send out the boys and girls with a true appreciation of American life. If time permits, Enoch Arden should be added to the above list, because, although English in setting and not Amer-

ican, it is so essentially modern in treatment and is unsurpassed as a picture of life in our own times.

Supplementary Reading

By this time the need for supplemental reading should be slight, but in so far as it may be necessary, the instructions for the seventh year should be followed.

Literature.

The required work of the seventh and eighth grades is so essentially literary in character than any extended literature work is not needed. The eighth grade is an ideal place, however, for the teacher to present our five great poets, Longfellow, Lowell, Bryant, Whittier, and Holmes through their shorter poems and through brief accounts of their lives. One short poem from each author should be memorized during the year, along with a review of all poems of these authors memorized in preceding grades.

Reading by the teacher to the class should include the three great autobiographies of three great Americans—Jacob Riis' Making of An American, Helen Keller's My Own Story, and Booker Washington's Up From Slavery. These books are worth all the cut and dried moral platitudes that were ever given to children; each presents the highest and best American ideals; each has a direct and forcible message for the boys and girls which will make directly for good citizenship and noble character.

One of the by-products of this reading course should be that the children will unconsciously come to have a definite idea of "the connection and tendency of history." Children cannot read stories of the Greeks, the Romans, the Norsemen, the heroes of the Middle Ages, and of modern times without learning in a broad way the great outline of universal history, and as a consequence having an appreciation in later years of history and literature and a desire to know more of both.

A final word to the country teacher who does not see his way to provide the needed books for his classes. The library fund of the district should be expended first for good supplementary readers in sets of ten, fifteen, or twenty before it is expended on stories or general reading. The average reader costs from twenty-five to fifty cents each, with reductions on quantities, while many of the works noted in the list may be obtained in the Riverside Literature Series at fifteen cents each. The balance should be spent on single copies of the books noted as suitable for reading by the teacher to the pupil. In many cases, individual pupils are glad to purchase books at

the teacher's suggestion, and so help to provide the needed material. In the city schools sets of supplementary readers should be placed in each building, where they can be at the teacher's disposal when needed.

ROBT. H. LANE,
Principal New Macy St. School, Los Angeles City.

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Nature Study and Agriculture for the Elementary Public Schools

By A. C. TRUE AND D. J. CROSBY,
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At the joint meeting of the State Teachers' Association and the State Farmers' Institute, held at Berkeley December 26-29, 1905, one of the writers of this article presented some of the reasons "why the friends of agricultural progress believe that agriculture should and will be taught in the public schools,"* and outlined a general system of agricultural education for California from the university down to the elementary school. We have since been asked to discuss somewhat more in detail the topics which should be included in nature study and elementary agricultural instruction and the methods which should be followed in this work. We have consented to do this, not with the expectation of setting forth a complete system of nature study and elementary agriculture exactly adapted to the requirements of California schools, but rather in the hope that a more definite outline of these subjects will call forth further study and discussion of these matters by California school officers and teachers with the result that the attempts at such instruction now being made in different parts of the State may be brought more largely to public notice, and that others may be encouraged to undertake experimental efforts in this line in the schools under their direction.

For this whole subject is still in an experimental stage. What is feasible and proper in one part of the United States or in one part of a State may not be at all adapted to the conditions elsewhere. It is especially desirable now that this matter is being

*This address has been published as Circular No. 17 of the California Agricultural Experiment Station and may be obtained on application to the station at Berkeley.

widely agitated that we should have during the next few years a large number of experiments in different localities which may result both in establishing some general principles on which such instruction may be safely based and also in developing the special requirements of different regions for this kind of educational effort.

Fundamentally the teaching of nature study and elementary agriculture in the primary schools is an attempt to educate the child through his environment. Theoretically it might be desirable to make the natural environment of the pupils the basis for his education along all lines, and it is possible that this may be done in our schools generally when our educational system has further developed, and our educational ideals have more completely changed. We should not, however, wait for such an evolution of pedagogy to be completed, but, taking our present school system with all its faults in theory and practice, we should attempt to devise a practical *modus vivendi* for nature study and elementary agriculture along with the other subjects usually taught in our common schools. In doing this we should not leave out of sight the desirability and importance of correlating the new subjects with the old ones. It would be strange indeed if nature study and agriculture should gain a firm foothold in our public school curriculum without materially affecting, and even improving the instruction in English, arithmetic, geography, etc. It is hoped that the new subjects will in a few years so unite themselves in bonds of friendship with the old ones that they will be no longer regarded as interlopers, but rather as boon companions and helpers. Meanwhile we should present the most reasonable scheme for the introduction of the new subjects and seek to avoid all unnecessary friction in establishing their relations with old subjects.

Scarcely anybody denies or doubts that both agriculture and agricultural people would be greatly benefited if nature study and the elements of agriculture were taught efficiently in public schools, especially all schools attended by country pupils. Moreover, those students of education who have taken the trouble to familiarize themselves with rural conditions, and those particularly who have had actual experience in teaching nature study and agriculture are practically agreed that for rural school pupils these subjects possess marked educational value.

It is not necessary, or even desirable, for country pupils to isolate themselves entirely from country things for six hours a day for 160 days in a year for eight or ten years in order to prepare for life in the country. On the contrary, as Professor Hanus of Harvard

University has so well said, "the only real preparation for life's duties, opportunities, and privileges is *participation in them* so far as they can be rendered intelligible, interesting, and accessible to children and youth of school age; and hence the first duty of all education is to provide this participation as fully and freely as possible."

With reference to nature study and agriculture in the public schools, then, the question is not so much one of desirability as of feasibility. Is it practicable, considering the present condition of country schools, to teach these subjects? Many writers and speakers are ready to say no, and to produce evidence and elaborate arguments in support of their contention; but all of their evidence and arguments are of no more avail in this connection than was the alibi established by the lawyer defending a man accused of stealing a pair of trousers. By means of the sworn testimony of several witnesses, supported by skillful arguments, he had established an alibi which seemed to be impregnable until counsel for the prosecution brought out the fact that the prisoner at the bar was at that moment wearing the stolen trousers. Many teachers, though by no means so many as we might wish, have already taught nature study and agriculture with sufficient success to warrant the conclusion that the obstacles are far from insurmountable.

In overcoming these obstacles one of the most pressing needs is the preparation of more teachers; another is the preparation of courses of study sufficiently simple to be of immediate service to untrained teachers who desire to take up a little work along this line, and yet based upon sound pedagogic principles and sufficiently elastic to serve as a foundation for more satisfactory courses later on. It is our present purpose to set forth in a general way the topics which might be included in such a course of study, the character of instruction; and the sources from which information can be secured concerning the details of the work.

For convenience the eight grades preceding the high school may be divided into three groups, as suggested by Prof. B. M. Davis in his bulletin on School Gardens for California Schools. Group I includes grades 1-3, children 6 to 8 years old; Group II, grades 4-6, children 9 to 11 years old; and Group III, grades 7-8, children 12 to 14 years old. The work of the first two groups should consist largely of nature study, supplemented by school garden work; that of the third group, elementary agriculture with illustrative practicums or experiments. In general the work may be divided as shown in the following table:

Group I.	Nature Study.	School Gardens.
Children 6-8 years old.	OBSERVATION. Observe wild and cultivated plants, trees, insects, wild and domestic animals in environment at home and near school.	Plant and grow some of the common hardy vegetables, such as radishes, lettuce, beets, and carrots, and one or two quick growing flowers, such as dwarf nasturtiums.
Group II.	**Nature Study.**	**School and Home Gardens.**
Children 9-11 years old.	OBSERVATION and COMPARISON. Observe weather, soils, wild and cultivated plants, trees, insects, wild and domestic animals in environment of school district and vicinity; compare habits of plants and animals in order to become familiar with their different modes of living, their struggles for existence and their uses to man.	Plant and grow typical economic plants of the region, giving some attention to different varieties and to the relation of crops to different conditions of soil, weather, treatment, etc.
Group III.	**Agriculture.**	**School and Home Gardens.**
Children 12-14 years old.	OBSERVATION, COMPARISON, and JUDGMENT. Study objects as above within and beyond horizon of children's observation. Introduce textbooks and reference books on elementary agriculture as sources of information concerning objects beyond the limits of personal observation. Illustrate processes by simple experiments. Study different types of plants and animals. Visit typical farms. Teach sources and uses of agricultural literature—books, bulletins, farm journals.	Plant and grow different varieties of crops, e. g., wheat, barley, sugar beets, potatoes. Introduce exercises in pruning, grafting, making cuttings. Encourage pupils to grow crops, poultry, and farm animals at home, keeping account of labor, fertilizers, feed, gross and net returns, and have them experiment on different methods of planting, cultivating, harvesting, and preparing for market.

NATURE STUDY.

Group I.

As indicated in the above outline, the nature study work of the first three years should largely consist of observations, directed to a certain extent by the teacher, the object of which is to extend the children's acquaintance with the birds, insects, flowers, trees, and

other animal and plant life in their immediate environment—in the school yard, at home, and along the roadside. This very pleasant and profitable way of gaining knowledge has been their principal occupation during the two or three years that they have been running about out of doors at home, and they should be encouraged and aided to extend their knowledge of the things in nature with which they are likely to come in daily contact throughout their lives.

How many last year's birds' nests between home and school? What kinds? How many and what kinds of flowers, trees, bushes, birds, animals, insects? What kinds of animals on the home farm and their uses? What plants are raised and their uses?

These questions are merely suggestive. They may be modified or expanded almost indefinitely to suit local conditions. If time for nature study exercises is limited, the recitations can be conducted wholly in connection with the other regular class work. In the language class the pupils should be led to tell and write about the different objects seen; in the spelling class they should learn to spell the new names; in the number class they would find keen enjoyment in working out problems based on such familiar concrete material.

The teachers should also go with small groups of children on short walks around the school yard and along the roads on the occasional noon intermissions, and on longer trips into the fields and woods on Saturdays. Each trip should be taken with some leading object in view, such, for example, as a search for early spring flowers, or cocoons, or grasshoppers, or weed seeds; but this leading object should not shut the eyes of the children to other things. Direct their observations, but do it in such a way as to stimulate their perceptive faculties. Let them see and hear and feel and smell. Tell them little; they should do the telling. Better wait days and weeks for an answer from the children than tell them now and rob them of the pleasure of discovery, provided the subject is within their comprehension. At first there will seem to be but little connection between the different observations made by the children, but the teacher should never lose sight of the fact that very real and definite relationships exist between the different plants and animals of a given locality and between these things and their inorganic environment. Gradually, therefore, these relationships and the relation of all these things to man should be brought out.

In nature study, as in other school work, the teacher should have a definite plan of instruction in which the educative effect of the work on the child's mind should be carefully considered. This plan need not be revealed to the child, and much less should be reduced to written or printed form for him to learn. It is well, however,

for the teacher always to remember that while it is comparatively easy to interest and excite a child, it is more difficult to both interest and instruct him. Book work and the ordinary formalities of learning and reciting set lessons should be excluded from nature study. The problem is to take advantage of the spontaneous curiosity of the child and so direct it by a subtle and unperceived guidance that the charm of original quest and discovery of natural objects and phenomena will not be lost and that the finding of one thing will lead on to the finding of another until at length the child realizes, though it may be unconsciously, that the secrets of nature are united one with another in most delightful and useful ways. The pupil's individuality of interest, thought, action, and expression should also be cultivated and strengthened, while accuracy of perception, execution, and statement should at the same time be stimulated.

Every school should have connected with it a school garden where the smaller children can grow vegetables and flowers of easy culture and the larger children can try simple experiments. The garden work of the first group should be confined to planting and caring for a few quick-growing vegetables and flowers, with only such problems as arise incidentally in connection with the work of growing plants. Concerning the relation of such work to nature study, Davis says:[1]

"All the processes of gardening are pre-eminently nature studies of the very best sort. To rear a plant successfully, to be responsible for its life, to protect it and minister to its needs, to become thus vitally connected with it, go a long way toward giving the child the right attitude toward nature. This attitude, or point of view, or means of contact is, indeed, the chief purpose of nature study. This attitude is fundamental for any development of an aesthetic appreciation of nature. To rear a plant with all its beauty of leaf and flower, if not creative art, has at least the elements of it, and lead to more than a passive enjoyment of the beautiful."

The value of a plant will be greatly enhanced in the estimation of a child if he is the sole owner of it; hence it will probably be found best to supply a small garden for each child. A garden containing 8 to 12 square feet will do for the children in Group I. At the same time the opportunity to bring out the value of co-operative endeavor should not be lost sight of, and provision should be made sometime during the course, if possible, for group gardens or class gardens, either to include all the garden work of a class or group for one season, or to be confined possibly to work on demonstration plats of economic plants.

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[1] School Gardens for California Schools, p. 42.

The work outlined above furnishes an excellent basis for the study of home geography, which is usually begun in the third year, and which will probably include oral work concerning the surrounding farms, vineyards, orchards and gardens, the grist mill, sawmill, creamery, and canning factory, the streams, lakes, roads, railroads, and trolley lines, the churches, schools, libraries, and places of amusement; in short, all the more important local industries and commercial and social institutions. Nature study may also be correlated closely with home geography. The two may be carried on together in much the same way as was suggested above for nature study, language, numbers, and spelling.

Group II.

As the pupils advance from one grade to another their nature study work should be better systematized, their observations should include more details, and greater attention should be given to the comparison of physical and other readily-discerned differences in the species. Besides being more thorough, the nature study survey should be extended somewhat beyond the limits of the school district and some study should be made of life histories of plants and animals, so that these may be recognized in all stages of their development and their economic relations determined. This will enable the pupils to decide whether a given species is mainly beneficial or harmful and will set them to thinking about means of perpetuating or exterminating the species. This last consideration is the one which mainly determines the attitude of the farmer toward his field crops, domestic animals and fowls, as well as toward the weeds and other pests that annoy him.

To illustrate by a specific example: It would be interesting to study and compare the teeth of different animals such as the cow, horse, cat, squirrel, and mouse, not for the purpose of discovering anatomical curiosities or cataloguing specific markings, but for the purpose of getting at the food requirements of these different animals and the ability of a given animal to survive under given conditions. A dog would starve in a rich pasture where a cow would thrive. Why? Moles, shrews, and field mice occupy the same underground tunnels in our lawns. The first two eat grubs, worms, and other insects, and do no harm except to raise unsightly ridges on the lawn. The field mice, on the other hand, eat our crocus and jonquil bulbs and the tender roots of our rosebushes and other shrubbery. Examine the teeth of these different burrowers. What differences that would help to account for their habits?

When the nature study teacher and her pupils have arrived at this point of view, where the different objects are studied not as curiosities, but as components in a complex environment, each ele-

ment of which has its own function to perform, a definite influence upon all other factors, they will be in a position to pass over as unimportant such details as color of hair, length and number of teeth, number of leaves, length of petioles and internodes, and a hundred other peculiarities of plants and animals, except as these peculiarities have a direct bearing upon the perpetuation of the species or upon their usefulness or harmfulness to man. Such a point of view and such an attitude it is desirable that the pupils should reach before they take up the more formal study of agriculture, which is pursued "for the purpose of finding out how to enhance the animal and plant values to man."

The school garden work should be continued, but more attention should be given to important economic plants and varieties of each; to selected seed; to the influences of climate, soil, cultivation, and irrigation, and to the work of birds and insects. The correlation of nature study and gardening with composition, arithmetic, geography, drawing, and other subjects should also be kept in mind. Every California teacher should have a copy of Davis's School Gardens for California Schools, which discusses in considerable detail the value of school gardens, the character of work to be undertaken, and the correlation of gardening and other school work. This and other aids for teachers of nature study are mentioned in the list below:

SOME NATURE STUDY AND SCHOOL GARDEN PUBLICATIONS

SCHOOL GARDENS AND THEIR RELATION TO OTHER SCHOOL WORK. W. A. Baldwin (Amer. Civic Assoc., Dept. Children's Gard. Pamphlet 2; pp. 15, figs. 6).—Suggestions are given for correlating school garden work with arithmetic, language, drawing, and other subjects. Additional references to school garden publications are given.

THE SCHOOL GARDEN. By L. C. Corbett. (Washington: U. S. Department of Agriculture, Farmers' Bulletin No. 218. 1905. Pp. 40, figs. 33. Free.)

Contents: Introduction, value of school garden work, the individual school garden, laboratory exercises, window boxes for schoolrooms, specimen plants for schoolrooms, and the decorations of school grounds. Under the individual school garden the topics treated are types of plants for the garden, a vegetable garden, rotation of crops, combination vegetable and flower gardens, cultural suggestions, vegetables and flowering plants. The laboratory exercises include studies of soils, plants, cuttings, grafts, and budding. Under the decoration of school grounds consideration is given to the plan, walks, lawns, annual plants suitable for school grounds,

and trees and shrubs suitable for school grounds and classified by sections of the country where they will grow most readily.

A FEW GOOD BOOKS AND BULLETINS ON NATURE STUDY, SCHOOL GARDENING, AND ELEMENTARY AGRICULTURE FOR COMMON SCHOOLS. By Dick J. Crosby, Office of Experiment Stations, United States Department of Agriculture, Washington, D. C. (Washington: United States Department of Agriculture. 1903. Pp. 4. Free.)

This circular gives a list of (1) a few books which will aid the teacher who is beginnig nature study work, (2) supplementary aids for the teacher, (3) interesting nature stories for pupils, (4) up-to-date elementary texts on agriculture suitable for pupils in the grammar school and the high school, and (5) publications which might serve as the nucleus for a public school agricultural library.

SCHOOL GARDENS FOR CALIFORNIA SCHOOLS. B. M. Davis (Cal. State Normal School, Chico, Bul. 1, pp. 79, figs. 11, chart 1, 50 cents.)—This is a manual for teachers based on experiments in school garden work at the Los Angeles and Chico State Normal Schools.

The author deals briefly with the history and development of school gardens and their educational value; devotes a chapter to the plant and its relations, including soils, fertilizers, temperature, and plant enemies, with an annotated list of some of the most common and important insects of California; another chapter to plant propagation, in which is included a plant calendar containing condensed information concerning quite a variety of vegetables, flowers, and climbing plants; a third chapter to instruction, including practical work and correlative subjects; a brief description of school gardens at Los Angeles and Chico; an abridged list of useful books and bulletins for a school library; references to literature on insects mentioned in the text, and a bibliography of 218 entries on school gardens, nature study, elementary agriculture, and horticulture. An appendix contains "some exercises for experimental study of soils and other factors of plant growth."

SCHOOL GARDENS. B. T. Galloway (U. S. Dept. Agri., Office Expt. Stas. Bul. 160, pp. 47, pls. 5).—A report is given on the school garden work in the District of Columbia, conducted in a co-operative way by this Department and the normal schools of the District, under the direction of the Bureau of Plant Industry and Miss Susan B. Sipe, instructor in botany in Normal School No. 1.

The garden work described includes the boys' vegetable gardens on the grounds of this department, the home gardens of the normal school pupils, and the improvement of school grounds at Normal

School No. 1 and 32 other schools in the district. Supplementary to this report is a report by Miss Sipe on school gardens visited by her in the summer of 1904 in Hartford, Conn.; Boston, Brookline, Hyannis, and Worcester, Mass.; St. Louis, Mo.; New York City, Yonkers, and Rochester, N. Y.; Cleveland, Ohio, and Philadelphia, Pa. Throughout the bulletin an effort has been made to bring out the educational trend of garden work in the different enterprises described.

HOW TO MAKE SCHOOL GARDENS. By H. D. Hemenway. (New York: Doubleday, Page & Co., 1903. Pp. xvi-107; pls, figs. 16. $1.00.)

This is a popular work dealing with the details of making a school garden, such as laying out beds, planting seeds, sowing seeds in window-boxes, making cuttings, and grafting and budding. A bibliography of school garden literature is appended.

NATURE STUDY AND LIFE. C. F. Hodge (London and Boston: Ginn & Co., 1902, pp. 514, pl. 1, figs. 196, $I.50.).—This is a practical treatise on nature study, the subject being treated from the stantpoint of living things. It contains a vast amount of suggestive and useful information regarding domestic animals and native plants, insects, birds, and lower forms of animal life. Much of it has an agricultural and economic bearing. Thus, detailed directions are given for the growing of an apple tree, peach tree, grapevine, etc., from the planting of the seed to the grafting or budding of the plants, and the after treatment as fruit trees. A chapter on our common birds is considered from the standpoint of what birds do, and their value in the community and to farm life is clearly brought out. Most of the insects treated are those directly related to our orchard, garden, and field crops, and to the household. A chapter is given on elemental forestry, and another on flowerless plants, like ferns, mosses, and mushrooms. A final chapter contains suggestions for lessons with plants and animals, suited to the different grades in the school.

CHILDREN'S GARDENS. By Louise Klein Miller. (New York, Boston, and Chicago: D. Appleton & Co., 1904. Pp. 230, il. $1.20.)

This book discusses school gardens as a factor in education and shows the sociological and economical significance of the training they afford. It gives detailed directions for planting and caring for school gardens in both city and country, with concrete examples in actual practice, including tree-planting, hedge-growing, and herbaceous borders with chapters on wild flowers, vegetables, window gardens, roof gardens, propagation, grafting and budding, soil,

fertilizers, insects, pests, birds and implements. The appendix contains lists of shrubs, trees, and flowers for the wild garden, and ferns, bulbs, etc., for cultivation.

PROGRESS IN AGRICULTURAL EDUCATION, 1903. By Dr. A. C. True, Director of the Office of Experiment Stations, United States Department of Agriculture, Washington, D. C. (Washington: United States Department of Agriculture. 1903. Pp. 63, il. Free.)

This article includes the report of the school garden committee of the American Park and Outdoor Art Association, with additional illustrations and plans. It can be had upon application to Dr. A. C. True, Office of Experiment Stations, Washington, D. C.

(To be continued.)

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Political Education in Secondary Schools

A rather singular fact about the literature of education is the apparent absence of any study of the matter of political training which is both comprehensive and definite. Educators have treated the subject almost entirely as a question of the school curriculum. Men high in public life have much to say regarding the importance of political training, but seldom go further than to define certain ideals in broad outline without proposing any definite procedure. But although the systematic treatment of the subject is thus vague, it does not follow that either statesmen, teachers, or general public are oblivious to the intimate relation between the welfare of the State and the education of its members. It is quite "American" to land the public school system in the same breath with the commonwealth. Moreover, it seems safe to state that wherever the State is looked upon as existing for the good of the people, thoughtful men generally consider education not merely as a citizen's privilege, but also as his duty. Sparta expressed this thought in the so-called Lycurgan discipline. Athens paid her citizens for attendance at the theatre. Political philosophers from Plato to Turgot and Diderot work out the relation with great care. In return for personal protection and advancement, the State calls for participation in matters of public welfare.

Political activity implies political efficiency. Just what such efficiency shall be depends largely upon the nature of the state. The German Empire, with its strong centralized government and administrative system, demands an entirely different quality of citizen-

ship from the American type. With us personal loyalty to the sovereign gives way before loyalty to principle. Better than unquestioning obedience is an ever-present sense of the privileges and *responsibilities* of freedom. The greater part of the business of government is not carried on by technically trained statesmen and soldiers. We assume that every citizen is able to take part in political affairs. His fitness for any office depends not so much upon the kind as upon the degree of his training. Briefly then, American citizenship means this: as a condition, *political freedom;* as an obligation, *political adaptability.*

Granting these characteristics to be peculiar to democracy, the requisites of American citizenship are both evident and weighty; for our people must both *understand* and *learn to exercise* the responsibilities of popular government. To produce a body of citizens conformed to this ideal is the object of civic education. What should be the nature of this training? It ought to be evident at the outset that our practical political needs will not be met by purely intellectual equipment. And yet it looks as though the failure to recognize this fact explains much of the shortcomings of our school systems in meeting their obligations as effective moral factors. There is a great need of a diffusion among all classes of people of what James Bryce calls "The sober and quiet sense of what a man owes to the community in which he was born and which he helps to maintain"—which, by the way, does not come from text-books on civil government. More explicitly, political education embraces three factors. *First* of these is the cultivation of that feeling of loyalty and devotion which finds its expression first in the social unit of the home. With expanding experience, intelligence and outlook upon life this feeling should be extended to those larger and more highly organized social units, the school and, ultimately, the State. *Second* is the inclination and the power to take part in public affairs—not merely to feel patriotic, but to will and to do things. The *third* factor is political intelligence. This should comprise a knowledge of the fundamental relations existing between the State and the individual—the practical meaning of freedom and responsibility, etc.—in short, our whole heritage of political principles. It should include, further, a knowledge of the machinery of government. Finally it should mean an understanding and insight into the actual, living, working facts of our political life.

Having outlined the essentials of all political training, let us proceed to apply them to the problems of secondary schools. First in importance is the human material. The essential thing for present purposes is that high schools are called upon to deal with young people during the period of transition from childhood to maturity. We must note especially the marked growth of social life which, in

practice, takes the form of various organizations and a growing interest in the doings of the world at large. From the notable investigations into the period of adolescence it would seem that at this time the State has its very greatest opportunity to press its claims. Childhood offers imperfect material for the cultivation of social, and hence political faculties. If the State expects to make good citizens, it should hold on to its public school pupils till the adolescent period is well begun.

In view of this mental development, what can be done along the three lines of training indicated? How can we create a sentiment of loyalty to society organized as a state? In this field of education we are beset with many difficulties due to modern conditions. Modern political life is unromantic. Very little emotion usually attends the casting of a ballot. Personalities are submerged in the complexity of organizations. Compare American life with what it meant to be an Athenian or a Roman. Modern literature lacks the great national and racial spirit which invests Homer, Dante, or the Hebrew writings or the Sagas. There is not a single line of literature which is the common possession of the American people. Yet there is a small body of literature which is distinctly American in the best sense—the works of Irving, Hawthorne, Lowell, Longfellow, etc. This should receive increasing attention. In addition to literature, historical study should tend to create a national spirit, but great caution should be used lest the truth be distorted in the interests of patriotism. Quite apart from literature or history is that phase of school life which often grows up in spite of great opposition from the authorities, viz: school or college spirit. This spirit I take to be in the nature of patriotism, only within narrower limits. Teachers and principals will do well to encourage it. Adolescence is an equally favorable period for the training of the will. Organization implies individual responsibility. Responsibility means the necessity for *doing* things. By doing, spontaneously, is the will trained, and only so. The growth of responsibility opens up new problems of school government. In the grades some sort of enlightened despotism is doubtless required. The high school should mark the beginning of self-government. The degree of mental development justifies it, democracy demands it. Those persons who advocate a sort of military discipline in school forget that the genius of American life and government requires individual initiative and not machine-like obedience to a master.

What has been said regarding the training of the emotions and the will has perhaps a less obvious bearing on political training than what has been designated as the third factor, viz: political intelligence. It has already been intimated that the fundamental body of material under this head is a knowledge of the broadest

political principles. Clearly such a knowledge does not come from a short or abstract course of study, although such a thing is often attempted in the course known as "Civil Government." Political insight must come through repeated contact with definite political situations. The opportunity for such practice can come in no other way than through that much-neglected and much-abused study of History. Incidentally I should like to suggest a few reasons why this subject deserves to be lifted out of its low estate and given a place on a level with English as one of the standard subjects in the High School course. (1) The historical method gives the simplest and most intelligent entrance to general ideas. (2) It is the only distinctly social study taught below the University. (3) It teaches, in a broad way, the strength and weakness of nations. (4) It shows government as a growth, an idea which does not come from a study of "Civil Government." (5) It awakens an interest in other countries, a fact of no mean importance for a cosmopolitan people like the Americans.

So much for history in general. Let us now consider a specific four years' course. Take for example the one mapped out by the Committee of Seven (1896). The first two years are to be devoted to Ancient, and Mediaeval and Modern European History. What is the value of this study as an entrance to political thinking? One must be very conservative in making claims at this juncture, but certainly this much is gained: your young people have been seeing nation after nation and people after people in their rise and decline. The great Athenian democracy will be shown as a great political achievement and as a magnificent failure. The expansion of Roman law and Roman citizenship introduces in a concrete way numerous political ideas which no amount of definition could make clear. The second year's study gives us the development of modern nations through the long struggle for personal and religious liberty. A knowledge of continental European history helps to interpret our own by comparison and contrast.

From the general treatment of history in the first two years a step can be taken at the opening of the third to a study distinctly political in character. The subject for this year's work is to be English political institutions, as a basis for the study of American institutions. The importance of this branch of history has received nothing like due attention. We are prone to forget that American history, to the time of the Revolution, is English history enacted partly in America and partly in England. Furthermore, how can we understand American institutions except we know their English beginnings?

Presupposing a knowledge of English history, we now pass to the final year of the High School. To this important position the

Committee of Seven has assigned the subject of American History and Civil Government. The value of this subject as a foundation for intelligent patriotism is certainly great. To realize the greatest results it must be pursued in a sober and critical spirit, and not in that spirit which magnifies our national greatness and minimizes our failures, and which thereby tends to produce mental habits of complacency and inactivity. The weight of emphasis should be placed almost entirely on political matters. It therefore follows that a large part of the Civil Government can be taught as part of history. For example, in the Colonial period the great thing to be studied is the growth of self-government. The "critical period" in American History gives us the *genesis* of federal government as we now know it. The following period (down to the Civil War) is the period of constitutional *development.* If properly arranged, the course in American history should afford opportunity for dealing with most of the things that need to be considered under the head not only of federal, but also of state government. There now remains a portion of a term to be devoted to the subject known as "Civics." A bridge from the historical study may be made by taking up certain of the most vital matters of national and state interest which do not present themselves in the history, e. g.: such materials as occupy the non-historical portions of James Bryce's "American Commonwealth." Possibly the best selection would include only those phases of civic life in which the ordinary citizen more or less directly participates. State government can be disposed of briefly because it receives interpretation by its connection both with national and local units. It should, however, be shown as the source of protection from internal enemies and the author of most of the public institutions for personal improvement.

The crowning effort in teaching civics should be made in treating of local government. It is here that the most vital problems of democracy present themselves. This division is necessarily and regretably distinct from historical study, except in so far as English and Colonial history reveals certain origins. Nevertheless great pains should be taken to deal with the thing concretely. A mere study of governmental machinery is of little worth from any point of view. Any detailed analysis of local civic life is hopeless because of its complexity. It seems to the writer that a desirable end might be attained by devoting some time to the study of a campaign of reform in a typical American city. The procedure, following, of course, the ordinary study of local institutions would at least open up some very important and practical problems. It would, moreover, leave the pupils in an inquiring mind. Would not such a study be a fitting close of what for the majority is their greatest preparation for citizenship—the public school?

H. S. Gilbertson.

Peace for All Schools, May 18

The movement for an annual observance of Peace Day on May 18th is international and is only three years old, the Peace Sunday has been advocated about fifteen years. The Hague Conference on Peace and Arbitration met May 18, 1899, and the second conference will meet this year, possibly on the anniversary.

The object of Peace Day is the education of grown people and growing people in regard to the wisdom of peace and the unwisdom of war. All teachers, whether they believe war to be sometimes necessary or always absurd, may observe Peace Day, and may teach some of the undisputed facts about the crime of war, for instance, its great cost in money, in lives, in health, in happiness, and in world progress. The establishment of the Hague Tribunal has made peace possible to all civilized nations. A great number of international disputes have been settled by arbitration. The building of the Temple of Peace at the Hague marks great progress.

Peace Day is advocated, not only by the Peace Societies of the world, but the movement has been endorsed by many other bodies, notably women's organizations. Women suffer at least as much from the evils and misery of war as men, and are no less concerned in its prevention. A general appeal is made that all schools, from common schools to universities, have a Peace Day on May 18th; that churches and Sunday schools have sermons and lessons on peace; and that woman suffrage societies and all other kinds of women's clubs have a peace program during May.

There are no specific directions sent out with this appeal. Any exercises that condemn war and praise peace are appropriate. It is hoped that the song about the army and navy forever may be omitted from the celebration. If there are military pictures on the walls, they may be banished. It is certainly possible to use the flag as an emblem of our country in its normal condition of peace.

Many of us heartily believe that the war spirit has been directly cultivated. Do we not find a disproportionate space in the school books about battles, with too many military illustrations, and too few pages about the constructive heroes of peace? The abuse of the word patriotism is more than common. Mrs. Lucia Ames Mead says, "Patriotism is tested not by a show of bunting or making noise or by boasting of our bigness and our strength, but by daily deeds of service through good citizenship. Pride of ancestry, admiration for martial music and gold lace, are sometimes mistaken for patriotism." Because the papers and magazines and speeches

emphasize war topics, it is our duty to emphasize peace, not only on May 18th, but all the time.

Emerson said, "History is the record of the decline of war, but the slow decline." Even soldiers furnish texts on peace. One principal happened to receive a leaflet called "Washington's Anti-Militarism" just before February 22d, and she translated the title into "Washington's Ideas on Peace," and placed it on the program of her school for the general exercises. She said she was sure that school children had too many lessons about Washington as a soldier, and that it was about time to teach them what he called his first wish, "to see that plague of mankind, war, banished from the earth."

What an opportunity is open when the lessons are about Franklin. It was Franklin who said, "there never was a good war or a bad peace," and he said it many times.

School debates about peace and arbitration are especially stimulating. The high schools of Springfield, Massachusetts, have lately had a prize contest in essays on peace. It is worthy of note that the prize was offered by the Board of Trade.

Teachers have grown used to hearing that school funds are low, that school necessities are impossible because they are expensive, that more money is urgently needed for buildings and teachers all over the world. It is well for them to count the vast sums spent on fighting, compared with the amounts used for schools. Sumner, sixty years ago, compared the cost of a battleship with the entire cost of Harvard University, and the comparison now is a striking one. One battleship alone costs as much as all the lands and buildings of Harvard University. To fire a twelve-inch gun, once, costs $710, and a few shots disable the gun. The average salary of teachers in this country is $270. One shot would pay for two more teachers for a year. Two shots would conduct a public playground. The pension rolls, sometimes called "the echoes of war," cost far more than all the churches in America. The schools are worth far more than their cost. Probably no one, except those who make a business of war, claims that we get our money's worth of all the billions spent on armaments. Is it not time for the taxpayers to divert the sums misspent on war to the uses of peace and progress? There is every good reason why teachers should lend a hand in this work of education.

The fondness of the South American republics for fighting has long been a byword, and yet two of them have set an example to the world. They now live under the first general arbitration treaty ever concluded, and have pledged themselves to perpetual peace. They have used the great sums no longer needed for armies and

battleships for building excellent roads and for other national improvements. And on the boundary over which they had fought for seventy years they have erected a monument to the Prince of Peace, and dedicated it to the world as a lesson in peace and goodwill.

"Patriotism and the New Internationalism," is the title of a manual for teachers published this month by Ginn and Company. This includes material for programs for May 18th.

Leaflets on peace and on humane education are offered to teachers and to school officers.

ALICE L. PARK.

* * *

Books and Magazines

Nature Study finds its best and completest expression in the school garden, which furnishes admirable material for all its various purposes, whether they be esthetic, pedagogical, or practical. It is to be hoped that the time is not far distant when every school will possess a garden as a matter of course.

Dr. Davis has rendered a grateful service to California teachers by preparing a book* especially suited to their needs. It considers school gardening from all points of view and is based on the actual experience of the author in California schools. It gives clear and sensible directions of a practical kind for preparing and planting the garden and tells how to cultivate and harvest the crop. In order that this work may be done intelligently the author outlines in suggestive fashion the various activities of the plant and discusses briefly but clearly the soil, fertilizers, temperature, and plant enemies. Throughout the work the author has shown excellent judgment in confining himself to the essential points, which are clearly and ably stated.

The great value of simple and suggestive experiments in connection with the school garden is recognized by the author, who has brought together in the appendix a series of outlines of such experiments. Excellent suggestions are made for correlating garden work with other branches. A good bibliogaphy and list of reference books add greatly to the value of this useful work, which will prove indispensable to teachers and all others interested in the subject.

***School Gardens for California Schools. A manual for teachers. By B. M. Davis, Department of Biology, Chico Normal School. Publications of the State Normal School, Chico, Cal. Bulletin No. 1, July, 1905. 74 p.p. Price, 50 cents.**

Roger Ascham on the Superiority of Learning

"Learning teacheth more in one year than experience in twenty; and learning teacheth safely when experience maketh more miserable than wise. He hazardeth more that waxes wise by experience. An unhappy master is he that is made cunning by many shipwrecks; a miserable merchant is he that is neither rich nor wise after some bankrupts. It is costly wisdom that is bought by experience; we know by experience itself that it is marvelous pain to find out a short way by long wandering."

* * *

The Country School Teacher

Is there ever an institute where some instructor does not pity the loneliness of the teacher who sacrifices herself away back in the woods, that the lamp of learning may be lighted in dark places?

Teachers may be found who say, "Amen" to this expression of sympathy, and talk about getting rusty and dying of ennui. But there are others who count themselves knee deep in clover. There are the mountains, the sky, the earth, and the water, with their teeming life—ever changing, ever wonderful—no need of a dull hour were the day twice as long.

The country child makes the most of his toys, and gains skill. He becomes practical.

Is it not a fact that country schools, even with their short terms and long vacations, their lack of apparatus and libraries, and more than all, with the many inexperienced teachers who serve there—is it not a fact that these same country schools furnish the nation with its leaders in society, in the mechanical arts, in business, and in thought?

Country schools are largely free from moral dangers. To have all of God's outdoors to frolic in, gives health and strength, and zest to life. To live in the country, where eye, ear and hand are trained, is almost a liberal education of itself. To be in an ungraded school where the little ones get methods, devices, ideas and inspiration from each grade above, gives a child power. To be one of from ten to twenty means that the pupil may receive individual attention from the teacher. Is it any wonder that the child of the country school takes the lead?

The teacher in the "back woods" need not fear becoming rusty or narrow. The best educational papers may be had anywhere, and in vacation one may rub up against live, progressive people. If she stays in one school, year after year, where she presents the same topics over and over, not directly to the same pupils, but indirectly

to every pupil in the room, she will need to find new ways of presenting old truths, and to revise her list of illustrations that the work of the school room be ever fresh and spirited. If she does all this, she will get neither rusty nor narrow.

And the country teacher, with her handful, has a rare chance to study individual needs, while the city teacher, with one throng ever succeeding another, must of necessity deal with them in masses.

The country teacher has a chance to impress her personality on the entire community, for there is no surer, quicker way of leavening the thought of adults than through the school by its daily routine, and by making it a social center. If the teacher is permeated by lofty ideals, who can set the bounds to the circles of benign influence that may radiate from the little school house back in the woods?

Truly may the country teacher say, "I stand at empire's primal springs."—Mary L. Page in Minnesota *School Journal.*

* * *

How the Public Press May Aid the Public Schools

The public press can render a great service to the public schools, and at the same time a greater service to the country, by insisting that the public schools shall forever be divorced from partisan and personal politics; by seeing to it that no man who has "an ax to grind," or a friend to reward, or an enemy to punish, be elected to administer the affairs of the school; by demanding competent teachers—men and women of scholarship, ability, and power—to teach the children of all, and then by insisting that the teachers receive living wages for the services rendered. The miner who digs the coal that runs your engine, the printer who sets your type, the pressman who prints your newspapers, the postal clerk who weighs and distributes them, yes, even the rural mail carrier who delivers them to the farmers in the country—each of these is paid from one and a half to two or three times as much as the man or woman who teaches your children! We pension the soldiers of war; we build monuments to commemorate their deeds of heroism; we honor them in every way possible while they are living, and with loving hands we strew flowers upon their graves when they are dead. And it is well. I would not have it otherwise. But shall the soldiers of peace—the teachers of the nation—shall these men and women who are giving the best years of their lives to the instruction of children, who are taking hostages of the future in order to secure the peace and prosperity of their country, shall they be paid a mere pittance for their services while they can serve, shall they be dismissed in dis-

grace without cause and then compelled to live in poverty in their old age? I appeal to the public press of the nation.

But a better understanding between the public schools and the public press would not redound to the benefit of the former alone. As the schools improve in efficiency, the people advance in knowledge and wealth.—Supt. J. W. Carr.

* * *

Coeducation East, West and South

Though the East yielded coeducation in primary and secondary school, it has even unto these twentieth century days steadfastly refused to yield coeducation in most of its higher institutions of learning. This final step in the educational emancipation of women was contested most vigorously. Opposition to coeducation in college and university took two distinct forms: (1) opposition to the higher education of women per se; and (2) opposition to their higher education in institutions admitting and affording equal opportunities to both sexes.

Those who opposed the higher education of women, whether bestowed in a separate or a coeducational institution, offered many arguments, more or less absurd from our viewpoint, against the innovation. Chief among them were these two: (1) that the true end of female education was to render woman an attractive and helpful companion to man—an end subserved possibly by primary and secondary education, but opposed and defeated by the blue-stocking training of college and university; and (2) that higher education would render the gentler sex incapable and unfit to perform the duties of wife and motherhood—duties that must always constitute the largest sphere for the largest number of women.

No writer brushes aside these arguments with greater skill and effectiveness than Sidney Smith, who had "a passionate love for common justice and for common sense." In the columns of the Edinburg *Review* he demands to know whether the world had acquired any benefit from keeping half of itself ignorant and whether if women were better educated men might not become better educated, too. With characteristic satire he exclaims: "Just as though the care and solicitude which a mother feels for her children depended on her ignorance of Greek and mathematics, and that she would desert her infant for a quadratic equation."

Coeducation was almost as slow in conquering the higher institutions of learning in the West as it had been in subduing the common and secondary schools of the East. An inspection of a table showing when each State University of the Western States was

chartered, opened to men and opened to women, shows that none of those opened prior to 1861 have been coeducational from the outset save that of Utah, that the periods of time during which these universities received men only vary from two to sixty-two years, that all opened prior to 1861 became coeducational between 1861 and 1871, and that all organized since 1871 started as coeducational institutions.

But though slow as compared with its victory over the other units in our Western educational systems, the victory of coeducation in our higher institutions of learning has been very decisive. "To-day in the Western States and Territories the higher education of women is identical with coeducation." The following facts, compiled in 1891 by Mrs. May Wright Sewall, demonstrate the truth of the statement:

"1. Of 212 institutions in the West, exclusive of colleges of agriculture and the mechanic arts, which afford the higher culture to women, 165 are coeducational.

"2. Of the 5,563 women reported to the Bureau of Education in 1887-88 as students in the collegiate courses of these institutions, 4,392 were in the coeducational colleges.

"3. In the twenty-one States and Territories which boast 165 coeducational colleges and 47 colleges for the separate education of women, 30 of which are authorized to confer regular degrees, there are but 25 colleges devoted to the exclusive education of men.

"4. Of these 25 (devoted to the exclusive education of men) not one is non-sectarian, and they are all supported by the Roman Catholic, the Protestant Episcopal, the Lutheran, or the Presbyterian denomination. In several of the states most conspicuous for zeal in the cause of the higher education, as in Michigan, Iowa and Kansas, not one college for the exclusive education of men exists."

In Sept., 1884, Moses Coit Tyler wrote from Cornell University:

"I was connected with the University of Michigan before the advent of women there; was present during the process of their introduction; for several years afterward watched the results; and am now entering on my fourth year here at a coeducational university. And now, after all these years, upon my word, I can not recall a fact which furnishes a single valid objection to the system, while the real utility, convenience, and wholesomeness of it have so long been before my eyes that I am startled by your letter as implying that anybody still has any doubt about it. * * * I do not know a member of the faculty either at Michigan or here who would favor a return to the old plan, although, before the adoption of the new one, many were anxiously opposed to it. My observation has been

that under the joint system the tone of college life has grown more earnest, more courteous and refined, less flippant and cynical. The women are usually among the very best scholars, and lead instead of drag, and their lapses from good health are rather (yes, decidedly) less numerous than those alleged by men. There is a sort of young man who thinks it is not quite the thing, you know, to be in college where women are, and he goes away, if he can, and I am glad to have him do so. The vacuum he causes by his departure is not a large one, and is more than made up by the arrival, in his stead, of a more robust and manlier sort."

Coeducation has won to itself the schools of the conservative South as completely as it has those of the impetuous West. As a custom or institution it has come to stay. Wherever adopted its fruits constantly justify and perpetuate it.—Charles A. Prosser in the *Educator Journal.*

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Official Department

STATE BOARD OF EDUCATION

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State Board of Education Meeting

Sacramento, California, March 2, 1906.

A meeting of the State Board of Education was held this day at the office of the Governor in the State Capitol. The meeting was called to order at 11:15 A. M. by Governor Pardee, President of the Board.

The following named members were in attendance: George C. Pardee, Governor of California; C. C. Van Liew, President State Normal School, Chico; J. F. Millspaugh, President State Normal

School, Los Angeles; Samuel T. Black, President State Normal School, San Diego; Frederic L. Burk, President State Normal School, San Francisco; Benjamin Ide Wheeler, President University of California, Berkeley.

The following members were absent: Morris Elmer Dailey, President State Normal School, San Jose; Elmer E. Brown, Professor of Pedagogy, University of California, Berkeley; Thomas J. Kirk, Superintendent of Public Instruction.

President Black was chosen Secretary pro tem in the absence of Superintendent Kirk.

The minutes of the meeting held December 4th and 5th, 1905, were read, corrected and approved.

The Secretary announced that all the expert-examiners appointed by the Board at the last meeting for the special high school credential examination had accepted such appointment.

The following list of applicants for special high school credentials was read by the Secretary, their applications having been referred to the committee for consideration in accordance with the rule of the Board:

Samuel R. Douglas, San Rafael; Sarah Louise McDanell, Stanford University; Alexander Scott, Los Angeles; Charles E. Higbee, Los Angeles; George R. Hay, Hollywood; Grace Murray, Riverside; George F. Bigbey, Alturas; Mary Luella Clark, Los Angeles; Joella F. Gowdy, Santa Ana; Donald Walter Davis, Berkeley; Charles E. Locke, Los Angeles; Ella May Bowman, East Oakland; Robert L. Fraisher, San Fernando; Charles E. Alexander, Menlo Park; Emma J. Hayler, Santa Ana; Mrs. Mary D. Boynton-Dozier, Los Angeles; Mary Louise Atsatt, Los Angeles; William J. Bovee, Oxnard; Otto Henry Hermle, Fruitvale; Frank C. Banfill, Cosumnes; William T. Chapman, Orange; William W. Pettit, Morgan Hill; Esther Mercy, Woodfords; Beulah Warner, Berkeley; Fred H. Tibbetts, San Francisco; Calvin S. Dodds, Berkeley; Malcolm Maclean, Los Angeles.

A communication was read by the Secretary from Mr. A. R. Sprague of Sacramento setting forth the fact that his daughter would complete her course at Stanford University in June of this year, but that owing to the rules of the Board of Trustees of that institution she could not be granted her diploma until about September, a month or so after the new rules for high school certification take effect. He asked that the Board take such action as to meet the case.

The communication was ordered filed, and the Board made the following interpretation of the rules now governing in the granting of high school certificates: That where one has fully completed the prescribed course at one of the accredited universities, but owing to the rules of such institution he cannot be granted his diploma at such time, a certificate, under seal, from the Recorder of the

Faculties of such institution setting forth the fact that the candidate has fulfilled all the requirements for such diploma and that such document will in due time be granted him, may be considered sufficient evidence of graduation to comply with the rules under which high school certificates are granted.

On motion of President Black it was voted to rescind the rule adopted by the State Board on April 12, 1905, requiring graduates of accredited Normal Schools to present evidence of at least eighteen months' successful experience in teaching subsequent to graduation before being eligible to be granted grammar school certificates.

President Van Liew for the Committee on the Accrediting of Normal Schools submitted the following report:

Gentlemen:—

Your committee recommends that the following institutions be accredited:

Washington State Normal School at Bellingham.

Nebraska State Normal School at Peru.

Maine State Normal School at Gorham.

South Dakota State Normal School at Spearfish.

Indiana State Normal School at Terre Haute.

Pennsylvania State Normal Schools at California, Clarion, East Stroudsburg, Edinboro, Kutztown, Lock Haven, Mansfield, Shippensburg, Slippery Rock, West Chester.

Hawaiian Territorial Normal School at Honolulu.

Oklahoma Central Normal School at Edmond.

We recommend that action in the following cases be deferred for further investigation:

Peabody College, Nashville, Tenn.

Normal Department Drake University, Des Moines, Iowa.

Cleveland Normal School, Cleveland, Ohio.

We recommend that applications for accrediting be denied in cases of

Valparaiso College, Valparaiso, Ind.

Central Normal College, Danville, Ind.

Texas State Normal School at San Marcos.

Marysville College, Marysville, Tenn.

Tri-State Normal College, Angola, Ind.

On roll call the report was adopted unanimously.

President Van Liew submitted the following report, which was on roll call adopted by the following vote: Ayes—Pardee, Millspaugh, Van Liew, Burk, Black, Wheeler, 6; Noes—none.

Gentlemen:—

Your Committee on the Accrediting of Kindergarten Training Schools recommends that the following named institutions be accredited:

Kindergarten Training School, Columbus, Ohio.

Kindergarten Training Department, Omaha Public Schools, Omaha, Neb.

Cincinnati Kindergarten Association, Cincinnati, Ohio.

Blackheath Kindergarten Froebelian School and Training College for Teachers, London, England.

President Wheeler announced that Dr. Elmer E. Brown was again at the head of the Department of Education of the University of California, he having returned from his leave of absence, and was therefore to be considered as a member of the Board.

The chairman thereupon stated that in accordance with the resolution of the Board adopted on June 3, 1905, Dr. Brown was again a member of the State Text-Book Committee.

On motion a recess was taken to 1:30 P. M.

AFTERNOON SESSION.

The Board reconvened at 1:30 P. M., at the office of the Superintendent of Public Instruction with the same members present as at the morning session, except Governor Pardee, who was absent. President Wheeler of the University of California was chosen chairman pro tem.

Dr. Elmer E. Brown appeared and took his seat as a member of the Board.

On motion the Board went into executive session at 1:45 P. M. to prepare the questions for the examination for Special High School Credentials, to be held March 12, 1906.

The Board continued in executive session until 1 o'clock P. M. Saturday, March 3, 1906, when the doors were opened.

President Van Liew reported that all arrangements had been made and the questions prepared for the examination for special high school credentials.

Dr. Brown for the Committee on High School Credentials submitted the following report, which was on motion adopted:

Gentlemen:—

Your committee beg to submit the following report:

We would recommend that the Special High School Credential be granted to the following applicants:

Mr. Charles I. Alexander, Menlo Park; Miss Mary Luella Clark, Los Angeles; Mr. C. S. Dodds, Berkeley; Mr. Samuel R. Douglas, San Rafael;

Mrs. Mary Boynton-Dozier, Los Angeles; Miss Joella F. Gowdy, Santa Ana; Mr. George R. Hay, Hollywood; Mr. Malcolm Maclean, Los Angeles; Miss Sarah L. McDanell, Los Angeles; Miss Beulah Warner, Berkeley.

President Millspaugh moved that a committee be appointed to revise the Rules and Regulations of the Board for the Government of the Public Schools of the State. Action on this motion was deferred until the next meeting of the Board.

There being no further business, the Board adjourned at 1:45 P. M.

S. T. Black,
Secretary Pro Tem.

* * *

UNIVERSITY OF CALIFORNIA

Summer Session, 1906

PRELIMINARY ANNOUNCEMENT.

The Summer Session of the University of California for 1906 will be held in Berkeley, beginning Monday June 25th, extending over six weeks, and closing Saturday, August 4th. For entrance no formal examinations will be required, but admission will be granted upon application when it shall appear to the Faculty that the applicant is of good moral character and of sufficient maurity and intelligence to profit by the exercises of the Session. Courses will be offered in the following subjects:

> Philosophy, Education, Law, History, Economics, Music, Greek, Latin, English, German, French, Spanish, Mathematics, Physics, Astronomy, Geography, Chemistry, Botany, Physiology, Zoology, Geology, Civil Engineering, Drawing, Agriculture, Entomology, Physical Culture, Domestic Science, Library Science.

Instruction will be given not only by members of the regular Faculty of the University, but by a number of well-known men of letters and of science from Eastern universities and from Europe.

Among the instructors who will offer courses are the following: Professor Hugo De Vries of Amsterdam, Botany; Professor John Adams, Principal of the University of London Training College, Education; Ernest Rutherford, McGill University, Montreal, Physics; Lic. Ezequiel Chavez, Sub-Secretary of Public Instruc-

tion and Fine Arts, Republic of Mexico, a course of lectures in Spanish upon Mexico, its history, institutions, and progress; Professor Frederick J. Turner of the University of Wisconsin, United States History; Professor George Burton Adams of Yale University, Mediaeval History; Professor Josiah H. Penniman of the University of Pennsylvania, English Literature; Professor George H. Ling of Columbia University, Mathematics; Professor Alcée Fortier of Tulane University, French; Professor Raymond Dodge of Wesleyan University, Psychology; Professor E. P. Cubberley of Leland Stanford Jr. University, Education; Professor A. H. Yoder of the University of Washington, Education; Hon. J. H. Ackerman, State Superintendent of Public Instruction, Oregon, Education; Mr. Frank B. Cooper, Superintendent of Schools, Seattle, Washington, Education; Mr. Thomas L. Heaton, Deputy Superintendent of Schools, San Francisco, Education; Mr. Frank F. Bunker, Assistant Superintendent of Schools, Seattle, Washington, Education; Miss May Secrest of the California Polytechnic School, Domestic Science. From the permanent Faculty of the University some of those who will offer courses are: Professors J. Frederick Wolle, Music; Edward B. Clapp, Greek; W. J. V. Osterhout, Botany and Elementary Agriculture; R. S. Holway, Geography; Harry A. Overstreet, Philosophy; Chauncey W. Wells, English Composition; Henry W. Prescott, Classical Literature in English; E. C. Moore, History of Education; Dr. S. S. Maxwell, Physiology; Mr. J. A. Child, Dante's *Divina Commedia* in English; Mr. Don E. Smith, Spanish-American History. In connection with the work in Education, Professor F. E. Harrington will conduct an observation school near the University.

As the National Educational Association meets at San Francisco from July 7th to 14th this year, the educational opportunity which the Summer Session of the University and the National Education meeting, combined, offer, is the greatest which has ever been open to the people of the West. Special attention is called to the railroad rate of one fare plus two dollars, from all points west of Ogden and El Paso and south of Portland, which is available on and after June 1st. Teachers and others who may wish to attend the National Educational Association will find the expense of spending six weeks at the Summer Session and going over to San Francisco to the meetings of the National Educational Association but little greater than that of attending the National Educational Association meetings alone.

In addition to the regular courses hitherto given, the University is offering instruction in practically all the subjects which are taught in the primary, grammar, and high schools. Particular attention is called to the courses in nature study, arithmetic, geog-

raphy, American history, and reading, as well as to those which cover the various subjects of the high school curriculum. Primarily these courses are designed to give instruction in the subject-matter which they treat.

In addition to this, special instruction will be given in each department upon the methods of teaching its particular subject and selecting therefor the best materials, and special efforts will be made to bring attending teachers into touch with visiting superintendents, principals, and other school authorities. In furtherance of this, arrangements have been made at the Record's Office for the registration of the names and addresses of such persons.

Attention is called also to the courses which are offered in the Department of Law.

The summer climate of Berkeley makes it a delightful vacation resort. The University is picturesquely situated on the lower slopes of the Berkeley hills, overlooking San Francisco Bay and the Golden Gate. Berkeley is a city of homes, with a population of over twenty-five thousand people. Electric car lines make the trip from the University to Oakland in twenty minutes, and a greatly improved ferry service has reduced the ride to San Francisco to thirty-five minutes of pleasant travel. All the resources of the University—its library, laboratories, museums, and gymnasiums—will be at the disposal of the summer students. Special lectures and art exhibits, trips to points of interest, and provision for athletic and other recreations will be added to make the Summer Session a profitable and enjoyable way of spending a vacation. Ample accommodations may be had in the houses of private families in Berkeley at an expense of from $25 to $35 a month. The privileges of the Summer Session are open to teachers, to undergraduates and to visitors, upon payment of the regular fee of $12. The Recorder of the Faculties will, upon request, supply any detailed information desired.

A pamphlet containing full information concerning the Session will be published during the month of March, and copies will be mailed by the University to all persons who may at any time have written to the University for information concerning the session of 1906. A few copies of last year's pamphlet remain, and will be mailed by the Recorder of the Faculties upon request.

Berkeley, March 9, 1906.

Western School News

MEETINGS

National Educational Association, San Francisco, July 9-13, 1906. Dr. Nathan C. Schaeffer, President. The executive officers of the General Committee are: Chairman, Rufus P. Jennings, secretary of the California Promotion Committee; Treasurer, Andrea Sharboro; Secretary, Dr. Percival Dolman, principal of Hamilton School.

The headquarters of the Local General Committee of the N. E. A. in San Francisco is No. 25 New Montgomery Street. All correspondence should be addressed to the Chairman of the General Committee, Rufus P. Jennings.

Southern California Teachers' Association, December 19, 20, 21. Mark Keppel, Los Angeles, President.

California Teachers' Association. Dr. C. C. Van Liew, Chico, President, Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary. Place of meeting, Fresno, Dec. 26, 27, 28, 29.

NOTES

The examination for positions in the San Francisco School Department will take place June 9th. It is reported that at least one hundred new teachers will be required next year.

Morris Dailey, President of the San Jose State Normal School, has left for a trip to Europe. He is accompanied by his mother.

One hundred and twelve new teachers will report for duty in the Philippines, June 1st. Out of this number one hundred are men.

The main building of the University of Idaho was burned March 30th.

Irwin Shepard of N. E. A. has been in San Francisco April 2d to 7th arranging for the meeting in July 7-14.

The Committee on the School Legislation of the Assembly met in Los Angeles, in Supt. Keppell's office, April 7-9, 10.

The first branch of the Guild of Professional Teachers was organized Saturday, March 17th, in San Francisco.

The following were elected officers: Professor A. F. Lange of the University of California, president; vice-president, Rev. William A. Brewer of the State Normal School; treasurer, James B. Davidson, County Superintendent of Schools of Marin County; members of counsel—C. L. Biedenbach of Berkeley, G. A. Merrill of Lick School, E. C. Moore of the University of California and recently appointed Superintendent of Schools of Los Angeles.

Hon. Thomas J. Kirk, President M. E. Dailey, Supt. A. Roncovieri Supt. James A. McClymonds, have returned from a trip to Convention of Superintendents at Louisville, Ky. They succeeded in creating much interest for the N. E. A. Meeting in San Francisco.

Teachers—Why spend your valuable time working over the difficult problems in the new State Arithmetic? The solutions to all the problems

have been carefully written out by Frank J. Browne. Send one dollar to the Whitaker & Ray Co., 711 Mission St., and get a copy.

President M. E. Dailey presided at the Schoolmasters' Banquet, held at the California Hotel April 7, 1906.

Miss Ellen Scripps has given $50,000 to the Regents of the University to establish a Marine Biological Labratory at La Jolla, San Diego County.

Fresno has held several meetings in the interests of the C. T. A., which meets in that city next December. Over 2,000 teachers are expected to attend this meeting.

Richard D. Faulkner addressed the California Club women on Saturday, April 7th, in the interests of the Parental School.

"California, Queen of Old Columbia," continues to be the most popular of California songs yet written. It was sung at the Portland Fair and received the highest praise. It has been endorsed by State Supt. Thomas J. Kirk and other notable educators. The words and music are by Jennie L. Thorp. Send ten cents for sample copy. Address Jennie L. Thorp, Dos Palos, Cal., or The Whitaker & Ray Co., 711 Mission St., San Francisco.

* * *

NATIONAL EDUCATIONAL ASSOCIATION

Forty-fifth Annual Convention

San Francisco, California

July Seventh to Fourteenth, Nineteenth Hundred and Six.

Stockton, California, April 5, 1906.

To the Superintendents, Principals, Teachers, School Trustees, Librarians, Women's and Civic Clubs and Other Friends of Education in California:

Do you realize

(1) That the greatest Convention in the world, the National Educational Association, will be in session in San Francisco from July 7th to 14th, 1906?

(2) That the eighteen departments of this great Convention will appeal to all educational workers in California—to those interested in the kindergarten, the elementary schools, the high schools, the normal schools, the colleges and universities, in school administration, in business education, in art and art education, in manual training, domestic science and other lines of special education, in the education of the Indian, in the work of women's clubs, of libraries, etc.?

(3) That all taking out memberships (whether teachers or not) are entitled to low transportation rates to San Francisco?

(4) That those holding memberships (which cost but two dollars) are entitled to all the many privileges of the Convention?

(5) That the low transportation rates and long limit of tickets provide a great opportunity for combining **at extremely low cost** a summer's outing with a visit to San Francisco to attend the session?

(6) That the low transportation rates are open to teachers who may desire to attend a session of the Summer Schools at the San Jose Normal or at the University of California?

(7) That with our Yosemite, our Big Trees, our Tahoe, our Mount Lowe and Mount Tamalpais, our Catalina, our Redwoods, our Mount Shasta—with scenic California throughout coast and mountain, it is our duty to the State to give impetus to the movement, "See Europe if you must, but see California first"?

(8) That it is equally our duty to combine with Chambers of Commerce, Boards of Trade, Boards of Supervisors, the public generally, in showing the thousands of visitors to the Convention something of industrial California, especially of those industries in which the State excels, or which are typical of its climatic conditions?

The National Educational Association comes to California for the third time after a series of phenomenal meetings, notably those of Boston, with an attendance of 34,984, and Asbury Park and Ocean Grove with 23,642. There is a feeling throughout the country that the coming San Francisco meeting is to be the greatest in the history of the Association, greatest not only in point of attendance, but in its speakers, its program and its effect on the educational policy of the nation.

Will you not consider the matter at once? We hope every educational worker in California may take out an Advance Membership by May 15th, so that certificates may be issued before June 1st, in time for any one to take advantage of the low transportation rates offered. Remember, too, that the Advance Membership Certificate is accepted as part payment on your ticket to San Francisco. Earnestly hoping for your prompt and active co-operation, we are

Fraternally yours,

The Advance Membership Committee.

By JAS. A. BARR, Chairman.

* * *

University of California

Berkeley, March 7, 1906.

WEEKLY NEWS LETTER.

Special rates have been agreed upon by the railroads to the University of California Summer Session, which begins June 25th and ends August 4th, in connection with the National Educational Association Convention, which is to be held July 9th to 13th in San Francisco this year. Some of

the most prominent men interested in educational work in Europe and America have been secured for this session. Berkeley is an ideal location as a summer resort, its cool and pleasant climate will tend to attract many to the Summer School.

The second Symphony Concert, given on the afternoon of March 2d, was attended by nearly six thousand people. The orchestra has been increased until it now consists of sixty-seven instruments. The permanency of the Symphony Concerts is assured.

The latest directory of officers and students of the University shows a total enrollment in the academic colleges of 2,862 students, of which 349 are graduate and 2,513 undergraduates. Officers of administration number 305.

* * *

PRIZES

The Portland (Ore.) Commercial Club has adopted a unique method of making the beautiful "Rose City" of Oregon and its surrounding country known to the school teachers of the United States in offering cash prizes of $5,000 for articles descriptive of the city of Portland and the section of the Pacific Northwest tributary to Portland. Mr. Tom Richardson, manager of the Portland Commercial Club, gives the following list of the prizes:

First prize	$1,000
Second prize	500
Third prize	250
Fourth prize	200
Fifth prize	175
Sixth prize	150
Seventh prize	125
Eighth prize	110
Ninth prize	100
Tenth prize	90

In addition to the above there will be ten prizes of $75 each; ten prizes of $50 each; ten prizes of $25 each; twenty prizes of $15 each and $300 to be given the judges for their work—a total of $5,000.

The prizes are to be given as evidence of Portland's appreciation of the selection of the Pacific Coast as the place for the next annual convention of the National Educational Association, which meets in San Francisco July 9-13th inclusive.

Any school teacher in the United States may enter the competition. Articles may cover the range indicated, but to be eligible for consideration when the awards are made, must be printed in the regular edition of some newspaper or other publication printed outside the States of Oregon and

Washington. The complete publication containing the article must be in the hands of the judges not later than October 1, 1906.

The prizes will be awarded strictly on the merits of the articles submitted to the judges, and these may treat of any subject properly referring to Portland and the tributary sections of the Pacific Northwest which appeals to the teacher. Such subjects would properly include natural resources, scenery, irrigation, agriculture, horticulture, history, educational and religious advantages, climatic and social conditions, and commercial and industrial development, as well as others which may suggest themselves to the teacher. Mr. Richardson says of the contest:

"This offer of handsome cash prizes is made not so much with the idea of having Portland and its territory "boomed," in the ordinary sense of the word, as to have the teachers of the country become more familiar with his portion of the United States and give expression to their views in such articles as will be acceptable to newspapers and other publications throughout the United States."

Articles intended for the contest should be printed and a copy of the paper containing the article should be sent, under sealed cover, to "Teachers' Contest, care Portland Commercial Club, Portland, Ore."

* * *

A VISIT TO THE TROPICS.

Dr. O. P. Jenkins of Stanford University and Prof. Joseph O'Connor of the Mission High School, San Francisco, will visit the Playa Vicente Rubber Plantation in a few weeks. This company is paying dividends of 5 per cent per annum now from side crops of corn, cattle, etc.

Four hundred dollars per acre, either in cash or monthly payments of $5 per month, will buy an acre of land through this company under a contract for the cultivation and development of rubber on the same, according to the best methods known. Under this development your investment will pay 5 per cent. now upon the money invested by you, and in a few years give you a large regular income. Address Harr Wagner, President Playa Vicente Rubber Plantation, 711 Mission St., San Francisco, Cal.

* * *

SPECIAL—To teachers, I allow all teachers a special discount of 10 per cent on Trunks, Bags and Suit Cases. I am sole agent for the "Stallman" Dresser Trunk, – they hold "a thousand and one" things so you can find what you want quickly. Write for prices to any of my 3 stores. Oppenheimer the Trunk Man, No. 1 Ellis St., No. 227 Montgomery St., and 638 Market St.

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EMERGENCY NUMBER. NOTE—The files and books of the Western Journal of Education were destroyed. Subscribers please send in yonr name and address. Old subscribers will confer a great favor by sending copies of back numbers to HALL WAYNE, 376 7th Ave., San Francisco, Cal.

The Western Journal of Education

MAY, 1906

PUBLISHERS' NOTICE

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EDITORIAL

Personal Paragraphs about The Earthquake and Fire

The great earthquake occurred on Wednesday morning, April 18, at 5:13. The path of destruction extended along the coast for over three hundred miles, and extended inland at least one hundred miles. The official statistics do not give the loss of life, by fire and earthquake, at over five hundred. The destruction of property however by fire makes the event the greatest of catastrophes of all time. The falling of the walls of Jericho, the destruction of Sodom and

Gomorah, Noahs' Flood, the burning of Troy, the burying of Tyre and Sidon, Nero's burning of Rome, the destruction of Pompeii, the London fire, Napolean's burning of Moscow, the Lisbon earthquake, the Chicago fire, the broken dam of Johnstown, the Galveston flood, the St. Louis tornado, the Baltimore fire, were great calamities, but not any one of these disasters equaled the fire of San Francisco, in the destruction of material wealth. The amount exceeds five hundred millions of dollars.

* * *

The night of April 17 was beautiful. The stars hung low from a clear sky. The air was balmy, and seemed to carry a wave of heat from the langerous south. It was a strangely silent night. Even the strange white dog (a real dog) that followed me into the house and tried to express his sympathy, and desire for companionship, in the appealing pity in his sore eyes. He knew as the sweet birds knew that the earth was out of tune. The howl, the great white dog gave when forcibly ejected from the house was more human than the cry of the Banshee from behind the stage scenes. Six hours later I heard the burning groans of chaos and the earth lifted and went zig zag. Fabled Atlas seemed to have had a severe paralytic stroke in his left side and gave the globe he has been carrying safely so long a sudden shake. The house moved, tables overturned, pictures fell from the wall, the big library cases went down with a crash. My first intelligent thought was that the white dog knew.

* * *

Then I added to the white and pink robed residents of the streets. The birds began to sing. The sunrise was beautiful. The monotone of the ocean was increased a thousand fold. The ambulances came, the express wagons, automobiles without regard to the speed limit. Then wild rumors of death and destruction. Then the smoke curled lazily and as gracefully as Hogarth's lines from a dozen different places. Leaning against the Cross on Lone Lone Mountain one could look over the City, and fail to notice the destruction of the earthquake. The City was destroyed, not by the earthquake but by fire. The original blaze was in the vicinity of Third and Mission Streets and the Office of the Western Journal of Education and the store of the big establishment of The Whitaker & Ray Company were among the first destroyed. Everything in my office was burned, including the Secrets of the editoral Sanctum. The treasures of my editoral den that once were, now are not.

The City Government under the masterful leadership of Eugene Schmitz, the State Government under Governor Pardee, the National Government under direction of President Roosevelt, through his representatives, General Funston, General Greeley and Dr. Devine, of the Red Cross, took immediate charge of affairs. The city was without light, water, sewers, food and transportation. The days were all nights to the workers, and all Sundays to the idlers.

* * *

The white heat, the red fire, the black smoke were great. The fire fighters were brave, and tireless and strong, but the fire was triumphant. Three-fourths of the city was destroyed. The San Francisco of yesterday is not, and her ruins are complete, and are yellowed by fire until they look as ancient as those of Greece. The pulse of San Francisco ceased. The relic hunters began business.

* * *

The exodus of the people! Three hundred thousand trailed ahead of the flames, seeking places of safety in the parks, on the hills, vacant lots—anywhere. Millionaires and day laborers, poets and butchers, Merchants Alliance and Union Labor men neighbored in the same vacant lot. Even those who had homes left would not seek shelter. They were not unafraid. It was a time when it was foolish to be brave. Four, five days I drove among the refugees looking for familiar faces—and finding better locations for those less fortunate than myself.

There were few tears, very little hysteria, and some heroic work. Of the 400,000 people in San Francisco, three hundred thousand were homeless. About two hundred thousand people have left the city. Those that are in the city, cook in the streets, live in houses, tents and temporary cabins. They are well fed and clothed. Under the direction of the Board of Health and Dr. C. W. Hassler, the Chief Sanitary Inspector, who has devoted himself with tireless energy to the sanitary conditions, the health of the city is in excellent condition.

* * *

It was not until the people read of the contributions from other cities that emotion was stirred to tears. The awful desolation, and the new, clean poverty of the people was shut out by the hand of friendliness over the eyes of the refugees. It was no fraternity, no secret order, no clique, but humanity, that responded.

There will be a new San Francisco—a greater San Francisco. It was a catastrophe not a calamity that struck us on that morning of April 18th. The brave citizens will stay right here. The new city will be the wonder of the century. New schools, new churches, new public utilities, new homes, new business blocks, new, new, new, everything new.

* * *

The dove will continue to sing:

There are many to-morrows—for the living and the dead.

HARR WAGNER.

* * *

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DEPARTMENT OF EDUCATION
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List of Diplomas and Documents granted by the State Board of Education on April 11, 1906.

NOTE—The diplomas and documents mentioned in this list can not be issued for some time owing to the destruction of the stones in the great fire of San Francisco upon which the diplomas were lithographed.

UNIVERSITY DOCUMENTS.

Courtney L. Barham (State University) Fresno; Blanche Du Bois (State University) Fresno; Fred M. Durst (State University) Mendocino; Ethel Ruby Farnham (State University) Colusa;

Mabel A. Fisher (State University) Alameda; Edna M. Grinnell (State University) Solano; Clelia A. Paroni (State University) Alameda; Irene Pitcher (Stanford University) Solano; Minnie E. Ross (State University) Los Angeles; Frank E. Thompson (Stanford University) San Diego Normal Bd.; Evangeline Wilson (Stanford University) Colusa.

NORMAL DOCUMENTS.

Margaret M. Akelan, San Francisco; Mattie Brooks, Chico; Helen G. Carroll, San Jose; Anna Clark, San Diego; Florence M. Clute, Los Angeles; Clara Crumpton, San Francisco; Robert H. Down, San Jose; Julia Flinn, San Diego, Cosa A. George, San Jose; Grace J. Grey, Los Angeles; Mary Olive Groves, Los Angeles; Lucy Katherine Johnston, San Diego; Mabel Edna Kimball, San Jose; Abby Lightbody, San Jose; L. Bessie McKinney, San Jose; Eva Laura Mosher, Alice G. Murphy, Los Angeles; Mabel E. Nickerson, San Jose; Olvena M. Rivard, San Jose; Elsie Pendergrast Tatham, San Jose; Mrs. I. M. Turner, San Jose; Ena M. Watkins, San Diego, Daisy A. Wagner, San Jose; Evalyn Sanford Wheeler, San Jose; Estelle Whitehurst, San Jose; Hallie M. Williams, San Diego.

HIGH SCHOOL LIFE DIPLOMAS.

Caroline Hale Bradley, Santa Clara; James Cullen Bryant, Santa Clara; Joseph C. Christensen, Mendocino; Lucy Alma Corker, Mendocino; Frank F. Cummings, Humboldt; Mary Meyrick, Santa Clara; J. B. Monlux, Los Angeles; Emma V. Schneider, Santa Cruz; Wayne P. Smith. Mendocino; Edward E. Taylor, San Luis Obispo; Seth F. Van Patten, Ventura.

SPECIAL LIFE DIPLOMAS.

Mary A. Boyer (Domestic Science and Art) Santa Barbara; Irene Isabel Finnell (Drawing) Solano; Fred. F. Jeffers (Music) Santa Clara; Lida Inez Lester (Music) Sacramento; Ada J. Miller (Sloyd) Los Angeles; Emma R. Stough, (Music) San Diego; Elsie Whitman (Drawing, Sloyd, Music) Los Angeles.

KINDERGARTEN-PRIMARY LIFE DIPLOMAS.

Irene Darnall, Ventura; Viola M. Gilson, Santa Barbara; Katherine Moore, Fresno.

NEW ISSUE LIFE DIPLOMAS.

Walter M. Creed, Original dated Aug. 3, 1894; Pauline S. Eaton, Original dated Dec. 26, 1879; Tillie M. Gallagher, Original dated, Oct. 20, 1900; John Mandville McCoy, Original dated Sept. 30, 1885.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Mary Annie Ames, Napa; Margurite L. Ashe, Kern; Eva L. Ball, Santa Barbara; Francis A. Barber, Los Angeles; Virginia E. Beer, San Diego; Mary Bellotine, San Bernardino; M. Morrill Bidwell, Sonoma; Ruby A. Bliss, San Joaquin; George A. Boden, Los Angeles; Margaret R. Bowen, Orange; Eugenie B. Brooks, San Francisco; Agnes M. Burke, Edith Burke and Mary L. Butterfield, Los Angeles; John W. Cappleman Jr., El Dorado; Augustina M. Clark, Marin; Eva Cole, Orange; Lela M. Copeland, Riverside; Alice I. Crichton, Sanra Clara; Ethel Cunningham, San Diego; Marguerite De Lay, San Diego, Margaret Malene Dickson, Solano; Mrs. Ellen G. Dockery, Monica Fleming Dodge, Humboldt; Christina M. Duffey, El Dorado; Elmira O. Elliott, Santa Barbara; Mamie E. Fanning, Mark A. Felton, San Francisco; George W. Finley, Mendocino; Charlotte J. Fox, Los Angeles; Elizabeth Fulmore, Humboldt; James P. Gallagher, Tuolumne; Sydney V. Good, Los Angeles; J. Hiram Graves, Santa Clara; Laura Dawson Gray, Los Angeles; Olive P. Gray, Mendocino; Grace J. Grey, Nettie May Guiwits, Los Angeles; Myrtle Harnly, San Joaquin; Mary C. Hartley, San Diego; Florence Hay, Alameda; Mary Amelia Hetschel, Siskiyou; Edward M. Hollingsworth, Los Angeles; Helen E. Hopkins, Santa Cruz; Alma Wright Horr, Mendocino; Sylvia J. Hubler, San Benito; May Huddart, Alameda; Imogene W. Huey, San Bernardino; Frank Lester Huff, Santa Clara; Callie M. Kerlinger, Mendocino; Molly Kinnevan, Santa Barbara; Myrtle B. Kious, Fresno; Esther May Lamb, Fresno; Mrs. Ella Leonard, Mendocino; Mary Linn, Los Angeles; Sarah R. Lotschar, Los Angeles; Lena Lots and Eva E. Margeson, Alameda; Bertha C. Mason, Sacramento Josephine Matheson, Humboldt; Emma Agnes McCarthy, Los Angeles; Mrs. Margaret W. McConnaha, Del Norte; Mary E. McDerby, Sacramento; T. W. McKay, Mendocino; Rosa M. McGough, Alameda; Beeda A. Metcalf, Los Angeles; Ernest Alexander Mitchell, Humboldt; Neva Gilfillan Montgomery, Monterey; Florence Murphy, Sonoma; Eph L. Musick, Santa Cruz; Joseph Nets, Los Angeles; Estelle Nichols, Ventura; Jane C. Orr, Los Angeles; Bertie M. Overton, Sonoma; Maud Phelps, Santa Clara; Elizabeth Quick, Monterey; Kenneth F. Reynolds and Mary L. Rhodes, Alameda; Grace Elizabeth Richardson, San Diego; Abby L. Roberts, Blanche Edith Schaeffer, Stella Shepard, Fresno; Ida L. Small, Santa Clara; Mattie I. Springer,

Butte; Callie Elizabeth Stover, Plumas; Mamie A. Taft, San Jcaquin; Blanche Tilton, San Bernardino; Gertrude E. Treaner, Alameda; Jacob L. Van Derveer, San Diego; Ida M. Waite, Los Angeles; Lottie G. Walton, Fresno; Idell S. Weatherholt, Los Angeles; Alice Wright Weger, Mendocino; W. E. White, Wirt C. Williams, Florence Wilson, Los Angeles; Mabel F. Wiltse, El Dorado; Lottie Wise, Santa Barbara; Floretta M. Woodward, Sacramento; Christine S. Zoffman, San Luis Obispo.

To County and City School Superintendents:

In view of the appalling calamity that has befallen San Francisco and other parts of our State, the Biennial Convention of School Superintendents called to meet in San Diego, on May 1st, 1906, is indefinitely postponed.

In great sympathy with the distressed people of these stricken places.

THOS. J. KIRK,
Superintendent of Public Instruction.

April 20, 1906.

WESTERN SCHOOL NEWS.

H. A. Linscott has resigned as principal of the San Leandro schools to accept a position as the representative of Silver, Burdett & Co.

Mr. J. F. Weinke, has served as School Trustee of the Montara District, San Mateo, for more than twenty years. His daughter, who was educated in the school, is now the teacher. The beautiful flowers and trees growing in the school yard are a credit to the trustee and teacher.

The earthquake made it necessary for Superintendent Haycock of Lake Co. to adjourn his institute.

Dr. O. P. Jenkins, of Stanford University, after his return from Playa Vicente Rubber Plantation, State of Vera Cruz, Mexico, was thrown from his horse and severely injured.

The State Normal School at San Jose was injured to the extent of $90,000. President Burke of the San Francisco Normal School is giving the students practice work in the Oakland schools.

The problem that Superintendent Roncovieri and the San Francisco Board of Education have to consider is a serious one. There are over 1,200 teachers, and pupils and money for scarcely half the number. It is to be hoped that all the teachers who can will take leave of absence and preference be given such teachers in the communities that have suddenly acquired a demand for more teachers.

Many of the San Francisco teachers lost their homes, and all their personal effects, and are also threatened with a loss of income.

The next issue of the Journal will contain all the regular departments.

The Educational Building, at 717 Market Street, was not entirely destroyed and Ginn & Co., D. C. Heath & Co., Anna McNeil, Boynton & Esterly, H. O. Palen, Bradley & Co., and Educational Publishing Co., will soon be back in the old headquarters.

"Poems for Memorizing," by Alice Rose Power will soon be republished.

Southern California Teachers' Association, December 19, 20, 21. Mark Keppel, Los Angeles, President.

Pacific History Stories, with a new chapter on the story of San Francisco fire and earthquake will be rewritten by Harr Wagner and published in time for the opening of schools, next term.

California Teachers' Association. Dr. C. C. Van Liew, Chico, President, Mrs. M. M. FitzGerald, 405 Fillmore Street, San Francisco, Secretary. Place of meeting, Fresno, December 26, 27, 28, 29.

"California, Queen of Old Columbia," continues to be the most popular of California songs yet written. It was sung at the Portland Fair and received the highest praise. It has been endorsed by State Supt. Thomas J. Kirk and other notable educators. The words and music are by Jennie L. Thorp. Send ten cents for sample copy. Address Jennie L. Thorp, Dos Palos, Cal., or The Whitaker & Ray Co., Oakland, Cal.

MISCELLANEOUS.

EXECUTIVE COMMITTEE, IN SESSION,
AUDITORIUM HOTEL, CHICAGO, ILL., April 28, 1906.

To the Board of Directors and the Active Members of the National Educational Association:

In view of the appalling calamity which has visited San Francisco, it is impossible for the National Educational Association to hold its meeting this year in that city. After fully considering all the letters and telegrams which have been received from all parts of the United States, and after carefully weighing what is due the people of San Francisco, the executive Committee, under the authority conferred upon it by the Board of Directors at its last meeting—the Board of Trustees, now in session, concurring—decides to postpone the annual convention of the National Educational Association for one year, to a place yet to be determined. They join in the hope that the Association may meet in San Francisco as soon as feasible.

Trusting that you will acquiesce in this conclusion which has been reached after mature consideration, we are,

Very respectfully yours,

IRWIN SHEPARD, Secretary, N. E. A.

NATHAN C. SCHAEFFER, President, N. E. A.

NOTE—Summer School of the University of California will be held without any change in the original plans, June 25 to Aug. 4—DR. E. C. MOORE, Dean.

The Western Journal of Education

June
~~MAY~~, 1906

SAN FRANCISCO.

Serene, indifferent to Fate,
Thou sittest at the Western Gate;

Upon thy heights so lately won
Still slant the banners of the sun;

Thou seest the white seas strike their tents,
O Warder of two Continents!

And scornful of the peace that flies
Thy angry winds and sullen skies,

Thou drawest all things, small or great,
To thee, beside the Western Gate.

* * * * * * *

O lion's whelp, that hidest fast
In jungle growth of spire and mast,

I know thy cunning and thy greed,
Thy hard high lust and willful deed,

And all thy glory loves to tell
Of precious gifts material.

Drop down, O fleecy Fog, and hide
Her sceptic sneer, and all her pride!

Wrap her, O Fog, in gown and hood
Of her Franciscan Brotherhood.

Hide me her faults, her sin and blame;
With thy great mantle cloak her shame!

So shall she, cowled, sit and pray
Till morning bears her sins away.

Then rise, O Fleecy Fog, and raise
The glory of her coming days;

Be as the cloud that flecks the seas
Above her smoky argosies.

When forms familiar shall give place
Lie hushed in the repose of years;

When all her throes and anxious fears
Lie hushed in the repose of years;

When Art shall raise the Culture lift
The sensual joys and meaner thrift,

And all fulfilled the vision, we
Who watch and what, shall never see—

Who in the morning of her race,
Toiled fair or meanly in our place—

But, yielding to the common lot,
Lie Unrecorded and forgot.

—Bret Harte.

The New San Francisco.

The hearts of all who care for a beautiful America will be gladdened by two recent movements—one on the Pacific and the other on the Atlantic coast. The first and most important is the careful consideration which is being given to the rebuilding of San Francisco so as to give the new city unity, individuality, and distinction. Mayor Schmitz, who has apparently risen fully to the demands of the great crisis in the affairs of the city, estimates that the replacement of the wrecked municipal buildings, including schools and fire houses, will cost not less than one hundred millions of dollars. In order that the situation in regard to rebuilding may be dealt with intelligently and in the most statesmanlike manner, a committee of forty leading citizens in all lines of activity has been appointed by the Mayor. This committee will consider various plans suggested in regard to the architectural reorganization of the city. Extensive plans were made some time ago by Mr. Burnham which contemplate radical reconstruction for the purpose of making a beautiful city which shall symbolize to the eye the commanding position of San Francisco as the gateway to the East on the Western coast. It is proposed to get the best architectural, engineering, and sanitary advice; to secure, if possible, a general plan which will combine convenience and beauty; and it is greatly to be hoped that the energy, courage, and faith in the future which have been characteristic of San Francisco will prompt its citizens to take a step forward and make the new city a leader in the movement which is destined sooner or later to include every intelligent community. Paris still stands almost alone among the large cities in dealing with itself as a municipal whole, in which parts are subordinated to the general effect, and convenience and beauty are combined in a unity which is an expression of the artistic genius of the French people. San Francisco has the opportunity, with proper adaptations to new conditions, to achieve the same results and to become a distinctive city in the convenience of its arrangement, the beauty of its general scheme, and the harmony of its buildings. It costs no more money to secure beauty than to perpetuate ugliness. There are enough ugly cities in America—towns which show no unity and are nothing but an aggregation of houses. San Francisco has a chance to become a city worthy of the name, in architecture as well as in government.—The Outlook.

Expert Service in Supervision

The time is near when the people of this State will elect a Superintendent of Public Instruction, and a Superintendent of Common Schools for each County in California. The system that forces an expert educational officer to enter the game of politics, in order to carry out the work he has on hand, is bad. The nomination and election of a School Superintendent in California is on the same basis as that of the Sheriff, With this exception, however, that the Sheriff has more political patronage, more money, more influence, and can dictate not only his own nomination, but the Superintendent of Schools' also.

The law can not be changed immediately. We must do the best possible under present conditions. Sane, wise, progressive experience, is a valuable asset. The Superintendent that has done efficient service during the past four, eight, twelve, sixteen, or twenty years, should be retained in office. There is no second, third, or any term limit to a Superintendent who is doing efficient service in the public schools. Oregon, Indiana, Maine, Illinois and Pennsylvania, have retained the Superintendent of the public schools for more than two terms. Some of our most efficient Superintendents, like Hyatt of Riverside, Linscott of Santa Cruz, White of Solano, Crawford of Alameda, Garner of San Benito, have been elected again and again without regard to party politics. Expert service should be the only requirement for continuation in office of men devoted to education of our children and the care of school property.

* * *

The Department of Superintendence of the N. E. A. has justly been termed "the most representative, the most potent in influence, and the most thoroughly business-like educational organization in the world." It therefore behooves every teacher to listen most attentively to its declarations.

Among the resolutions adopted at the Louisville meeting of this organization, we find the following:

Resolved, That this department is in hearty accord with that part of the recent report of the Hon. James Wilson, Secretary of Agriculture of the United States, in which he encourages the teaching of elementary agriculture, and we respectfully request Congress to grant the appropriation of $13,620 which he has

asked for, to enable him to investigate and report upon the present condition and progress of agricultural instruction and institutions in this and foreign countries.

Resolved, That since it is essential to the successful teaching of industrial subjects in the public schools that teachers shall first be trained for this work, we urge the State normal schools to give special attention to instruction in elementary agriculture, manual training, and domestic science.

* * *

The San Francisco School Department.

Superintendent Roncovieri and the Board of Education have now a greater opportunity than is afforded anywhere else in the world to build up a magnificent educational system. School houses, school yards, school equipment, proper classifications, etc. The city and nation will furnish funds. The valuable lots in burned district, as least those that are undesirable, should be sold, and a group of buildings erected near Golden Gate Park, where the grounds could be used for recreation and physical culture, and the soil for agricultural work. The electric railways make it possible for all schools except the kindergarten and perhaps the primary, to be located in a group. All schools above the fourth grade should be located about the Golden Gate Park, or some location where air, light, room to breathe, room to work, and room to live could be secured.

* * *

Spelling. Simplified

Andrew Carnegie has given a large sum of money to promote simplified spelling. A Board has been selected with Brander Mathews at its head to take charge of the work. This Board has already recommended the form of three hundred words, including tho for though, thru for through, program for programme, catalog for catalogue, rime for rhyme, kist for kissed, mama for mamma, etc. This Journal adopted the simplified spelling in 1895. It is naturally in hearty sympathy with a well-organized effort to reform spelling. Teachers and others interested can get the literature upon the subject free by addressing the Simplified Spelling Board, No. 1 Madison Avenue, New York.

The Man of Cheer.

Some unknown philosopher says: We love the man with the roses on his tongue, the man who sees the boy's dirty face, but mentions his bright eyes; who notices your shabby coat, but praises your studious habits; the man who sees all the faults, but whose tongue is quick to praise and slow to blame. We like to meet a man whose smile will light up dreariness, whose voice is full of music of the birds; whose handshake is an inspiration and his "God bless you" a benediction. He makes us forget our troubles as the raven's dismal croak is forgotten when the woodthrush sings. God bless the man of cheer in San Francisco.

* * *

SHALL TEACHERS BE PREPARED TO GIVE INSTRUCTION IN ELEMENTARY AGRICULTURE?

B. M. Davis, Chico State Normal School.

(Report submitted to the Joint Board of the California State Normal School Trustees at its annual meeting held at Chico, April 13, 1906.)

The same sentiment that has given this question prominence at this meeting has been felt in other places in America. Therefore, while this report is made for the purpose of giving some assistance to the California Normal Schools in shaping their policy with respect to preparation of teachers for rural schools, it seems important to embody in it also a more general treatment of the subject.

Organization of Agricultural Education in the United States.

The general scheme is as follows:

(a). Scientific bureaus for research at Washington, D. C.

(b). Experiment stations for research on local problems in each State.

(c). Special stations for research in different parts of the country.

(d). State Agricultural Colleges for research and college instruction.

(e). State and county secondary schools of agriculture in a few States.

(f). Farmers' institutes and reading circles.

(g). Popular and technical publications.

The system as above outlined, with the exception of county and State secondary schools, is quite complete. The elementary schools, however, have as yet scarcely been reached.

Agriculture in Elementary Schools.

A very full discussion of this subject has been made in the ninth report of the "committee on methods of teaching agriculture of the association of American Colleges and Experiment Stations." (1)

As it deals with the development of industrial training in the common schools; movement to introduce agriculture into the rural schools; obstacles to general introduction of agriculture into the rural

(1) Office Experiment Stations, cir. No. 60.

schools; object of teaching agriculture; etc., I need not, therefore, take these points up in detail. Two things, however, that appear in this report, should be mentioned: a widespread sentiment in favor of introducing the subject of agriculture into the elementary schools, and the difficulties due to lack of properly qualified teachers.

From the considerable data that I have gathered on the steps being taken in different parts of the country to introduce agriculture into the elementary schools I find in various degrees of organization two types of effort:

(a). Through agricultural colleges.

These institutions furnish lecturers and publications, and co-operate generally with State and county officers of public instruction. Instruction in such States is optional with the teacher, township, or county. To this type belong several of the New England States, New York., Rhode Island, Ohio, Illinois, Michigan, Iowa, Kansas, California, and perhaps others from which I have no report.

(b). Through legislative enactment.

To this type belong most of the Southern States and several Western States: North Carolina, South Carolina, Virginia, Tennessee, Alabama, Georgia, Louisiana, Nebraska, Minnesota, Wisconsin, Missouri, North Dakota.

Provision is made in most of these States for teachers to prepare themselves for their work by means of summer schools and institutes.

The five Western States provide instruction in their normal schools. Several of these schools are doing more than passively offering courses. They are trying to meet the situation by preparing the teachers for the work. A very excellent book based on teaching experience in one of these schools has recently been published. (2)

The Peru (Neb.) Normal School originated a bill introduced in the House of Representatives during the present session, providing for government aid to State normal schools giving instruction in agriculture and manual training. This bill (H. R. 15346), known as the Burkett-Pollard bill, has received favorable press notices from different parts of the country. The significance of this to us lies in the general belief that the normal school should be encouraged to prepare teachers to give instruction in agriculture. The movement would no doubt find greater support in the schools, with the provisions already made by the States, were generally making more efforts in this direction.

Work in Canada.

No report on the subject of agriculture in the elementary schools would be complete without reference to the Macdonald schools in Canada. Certain schools in each of five provinces, beginning with the school year 1903-1904, received financial assistance from Sir William Macdonald for carrying on a scheme to promote school consolidation and general betterment of rural schools as follows:

"Part 1 of the plan is intended to give object lessons of improvements in education from the consolidation of five, six, or more small rural schools into one central graded school, with a school garden and a manual training room as part of it equipment."

"Part 2 of the plan is for the purpose of giving object lessons of the value of school gardens and nature studies at individual rural schools, as part of general education, to be begun by means of a

(2) "Agriculture through the Laboratory and School Garden," Jackson and Daugherty, State Normal School, Kirksville, Mo., Orange, Judd Co., N. Y.

traveling instructor, who would visit and spend one-half day per week with the children and teacher at each school of the group, for a term of three years, or until a considerable number of suitably trained and qualified teachers would be available to carry on such work themselves at rural schools."

"Part 3 of the plan has for its object to assist in providing short courses of instruction and training for teachers for rural schools, who desire to qualify themselves in these newer subjects and methods of education."

"Part 4 of the plan is intended to assist in providing courses of instruction and training in domestic economy or household science for young women from country homes, in order that they may have opportunities for acquiring practical and advanced education not less suitable and helpful to them than the present courses at the Ontario Agricultural College are beneficial to young men, who take them with earnestness and cheerfulness."

A few quotations from a recent report (1) on this work will indicate how successful results are already being secured.

"The teachers report that the school gardens have inspired the common studies with a new interest. It is worthy of note that the people have assumed a responsibility and have heartily co-operated in making the gardens a success. In several sections the ratepayers gave material help in fencing, plowing, etc. Owing chiefly to the interest awakened in the school garden at Tyron, two adjoining school districts have united with Tryon to establish a consolidated school."

"The influence of the work on the language of the pupils is remarkable. The children seem to be in an environment adapted to them. They have thoughts about something familiar which they can express. The work frees them from that artificial expression so common among children when they are trying to express something they do not understand clearly."

"Pupils hitherto troublesome have become orderly and docile. The percentage of regularity in attendance has increasd, and a deeper interest is taken in all the work of the school."

At present the work is under supervision of travelling instructors who have especially qualified themselves for the work. It is recognized that if the work is to grow in proportion to its value as already demonstrated, teachers must be trained. This second step, that of training teachers in the practical educational aspects of the work, is being taken in several of the normal schools. Supt. A. H. Mackay, of Nova Scotia, writes:

"Our normal school (Truro) in affiliation with the college of Agriculture and Summer School of Science for the Maritime Provinces of Canada, as well as the vacation science schools in connection with the Provincial Normal School, are all endeavoring to develop the work more satisfactorily."

Mr. J. W. Gibson, travelling supervisor of Ontario, writes:

"The preparation of teachers for our rural schools is one of the chief educational questions in Canada to-day."

N. E. A. Report on Industrial Education in Schools for Rural Communities.

Recognizing the importance of industrial education in rural schools of U. S. the N. E. A. at its annual meeting of 1903 appointed a committee to investigate and report to the Council upon this subject.

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(1) The Macdonald School Gardens, R. H. Cowley, Queen's Quarterly, pp. 389-419. (1905 Offprint).

After two years' work a report was submitted to the annual meeting of 1905.

This report is too long to review at this time, for it covers in a very complete manner all phases of the subject, including arguments for industrial education for rural communities; field for such education; classes of rural schools; character of work adapted for different classes of schools from the one-room rural school to the rural high school; how to make a place for the subject in rural schools; preparation of teachers of industrial subjects; agencies co-operating with schools for industrial education; etc. The points of the report are worthy of emphasis here: **One,** the desirability of industrial education, including agriculture, in rural communities; **the other,** the lack of teachers adequately qualified to carry on the work.

Having determined to its satisfaction the desirability of such instruction, the committee is now directing its attention to the question of preparing teachers. At the Louisville meeting of superintendents one evening (Feb. 26, 1906), was devoted to the subject of industrial education. Among the subjects discussed was: "Shall teachers be prepared for teaching Elementary Agriculture by Normal Schools? by Agricultural Colleges? or both?"

Since this meeting a circular-letter, dated March 13, 1906, has been sent out by the committee for information for its "forthcoming report as to what is being done in the United States in the matter of preparing teachers to give instruction in the different lines of Industrial Education in the rural schools." (1)

Work of the Normal Schools.

From the foregoing it will be seen that elementary agriculture is pretty generally conceded to be a desirable subject for instruction in rural schools; and also that the great problem in the use of it as a school subject is the lack of properly trained teachers.

Since most of the agricultural colleges are already doing what they can, naturally the normal schools, whose business it is to train teachers, should be expected to furnish this training.

In order to assure myself on the latter point I addressed a number of letters to men who are leaders in the promotion of agricultural interests in the United States. They all agree that it is certainly the duty of the normal schools, that furnish teachers for the rural schools, to give instruction in this subject. I quote the following, which is typical of all the answers, from Professor L. H. Bailey of Cornell University: "I am thoroughly committed to the conviction that normal schools should include agriculture and nature-study. I do not see how they can train teachers effectively for city schools unless they have at least the nature-study element, because this tends to put them in the way of developing the child's personal experience."

It seemed desirable, also, to find out in a general way what the state normal schools of the country were actually doing to meet this demand. I have already referred to the work of the normal schools of Minnesota, Wisconsin, North Dakota, Nebraska, and Missouri, all of which are attempting to prepare teachers to give instruction in elementary agriculture; as one normal president expresses it: "The little training that we give our teachers shows a marked improvement in the work done by them in our training

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(1) The United States Department of Agriculture is preparing a similar report with respect to the preparation of teachers for giving instruction in agriculture in the elementary schools.

school, over work done by those teachers who have not received our little course. * * * * and at least one thing is certain, the teacher has some show of knowing as much as the country small boy does along those lines while formerly she was densely ignorant, and as time goes on I am in hopes she will know more."

I addressed letters to the presidents of most of the state normal schools of the agricultural states not included in the above. In the following states, except in some instances in summer schools, practically nothing is at present being done to furnish such training: Iowa, Kansas, Indiana, Michigan, Ohio, Pennsylvania, Alabama, North Carolina, New York. Some attention is given to the subject in Illinois, Utah and Oklahoma (Ter.).

Some write that they expect to undertake the work as soon as they can get around to it. The president of a state normal school of one of the richest farming states writes: "As yet, I think there is almost no demand in our state for teachers of this subject." I find, however, from other sources that a course of study in elementary agriculture has been prepared and recommended by the state superintendent of public instruction and that in several counties considerable attention is given to the subject.

The Problem as Concerns the California Normal Schools.

The preceding brief general survey of the question of elementary agriculture in the rural schools and the training of teachers to give such instruction is preliminary to the following summary of the local situation.

I have tried, at least approximately, to determine:

1. Whether there is any real demand for such instruction in the rural schools of the state.
2. Whether any considerable number of rural schools are taught by normal school graduates, and also the proportion of normal school graduates that have their first experience in rural schools.
3. Whether, in the opinion of those interested, such instruction should be given by specially trained teachers.

Information has been gathered from all available sources but mainly through the following questionaire sent to all the county superintendents of the state.

1. What proportion of your teachers in country schools or schools of country towns have had their professional training in Normal Schools?
2. Is the number of normal-school trained teachers thus employed on the increase or decrease? State approximately the rate.
3. To what extent in your county is attention given to elementary agriculture or allied subjects?
4. Do you think such instruction desirable, especially in farming communities?
5. Do you think such instruceion, so far as you have observed, is possible from teachers not specially trained for it?
6. What is the attitude of the patrons of your school toward the teaching of agriculture (certain phases adapted to elementary schools)?

Thirty-seven of the fifty-seven counties of the state responded. All regions of the state are represented from the extreme north to the extreme south including the valley, mountain, and coast counties. The result, therefore, may be considered fairly representative for the whole state.

Tabulation of answers:

1. Normal trained teachers.
   Average between 40 and 50 per cent.
   Maximum 95 per cent.
   Minimum 15 per cent
2. Rate of increase of normal-school trained teachers.
   Increase in 33 counties.
   No increase in 4 counties.
   The increase on the whole is very rapid, averaging approximately 20 per cent in 4 years.
3. Instruction in agriculture.
   Given in 16 counties.
   Little in 12 counties.
   None in 9 counties.
4. Desirability of such instruction.
   Favorable, 34 counties.
   Unfavorable, 3 counties.

Although this question could be answered by yes or no those answering in the affirmative and made no comment, usually emphasized the answer in some way: "I do," "Indeed I do," "Imperatively needed," "Very desirable," "I certainly do," etc.

Some of the longer answers are as follows:

"I do, in fact, I believe it is a subject, if taught effectually, that is to be earnestly sought."

"No question about it, we need it."

Yes, if it can be done, but few teachers are capable."

"Yes, it should be emphasized in farming communities. Children should be put in harmony with their surroundings. Teachers should teach children to respect their parents and the business their parents are engaged in."

"Desirable, but not practicable with present conditions, classes and training of teachers; less work, more supervision, and better training are necessary."

"Yes, but not by the city-bred school girl."

"If it can be worked in without adding to the present curriculum. Some things could well be cut out for it."

"Yes, it is very practical and very interesting, to boys especially."

"Yes, if instruction is given by a specialist—by one who really knows, and is enthusiastic. Our present teaching force cannot handle the subject."

Of the three negative answers two were plain "nos," the other is: "I doubt the utility of the matter. We are now considering whether we shall continue the study of agriculture in the schools. Our present course is a severe strain upon the pupil."

5. Special training of teachers for this work.
   Regarded as necessary, 28 counties.
   Regarded as not necessary, 9 counties.

Some of the answers are as follows:

"No. In some cases I find that the teachers are less competent in this line than the pupils they attempt to teach."

"I do not. Teachers at present are unprepared to give such instruction."

"In some cases, yes. As a rule, no."

"They can teach book agriculture but not agriculture."

"The teachers who have had special instruction in the subject should surely have more access in teaching it."

"No, thrice no."

"Any teacher with the proper spirit can do much valuable work along that line."

"Yes, if required in the schools, teachers would prepare themselves and could give such instruction as needed."

"The normal school can and should greatly assist in the teaching of agriculture by giving good agricultural courses. Not so much value will attach to what they teach the teachers as it will put them in the right attitude toward it, and show them how to go about the teaching of the subject and where to go for information on the subject."

6. Attitude of farmers.
   Favorable 16.
   Unfavorable 4.
   No report 17.

Some of the answers are: "It meets their approval."

"The majority would like it if it could be adequately done."

"Good, they feel that it is the right thing."

"As far as I am able to judge the patrons favor the subject, but an injudicious presentation of the matter would kill the subject. At present all want it but if the subject is introduced by a bungler I fear the sentiment would change. It is a matter for the teachers to prepare in before attempting instruction."

"Teaching agriculture in the agricultural districts would be very pleasing to the patrons."

"Opposed, as a rule, owing to the fact that there is not time enough now to teach reading, writing and arithmetic."

"We are altogether a farming community—consequently the patrons are adverse to the new idea of teaching agriculture in the schools."

It will be seen from the above summary of answers that the normal schools are supplying a great many teachers for the rural schools and that the number employed is on the increase; that elementary agriculture is already given in over one-fourth of the counties; that the sentiment in favor of giving instruction in the subject is almost unanimous; and that it is the general belief that teachers should be especially trained for the work.

The relation of the normal schools to the rural communities is better shown in the answers of the normal school presidents to this question:

"What per cent of your graduates have their first experience in rural schools or town schools of rural communities?"

San Diego, 95 per cent.

Los Angeles, 77 per cent.

San Jose, 80 per cent.

San Francisco, 60 per cent.

Chico, 95 per cent.

Average, 81 per cent.

We may conclude that the sentiments of those interested directly in agriculture as indicated by the reports from county superintendents are distinctly favorable toward the idea of having elementary agriculture in some of its phases taught in the schools.

Further weight is added to this conclusion by the opinion ex-

pressed by those who are thoroughly familiar with the attitude of the most intelligent farmers of the state.

Mr. A. J. Pillsbury, secretary of the State Board of Examiners, says:

"I think it important to determine what the special functions of our schools are to be. If a normal school is only to teach how to teach its sphere will be very limited and not preeminently important. If however, the normal school is to teach what to teach as well as how to teach, a wide field of usefulness awaits it. For instance, there is a growing demand for teachers in domestic science and domestic art. Where are they to be fitted for teaching if not in normal schools?

Another demand is growing: that for teachers of manual training. If our normal schools are not to fit teachers for this work where are they to be fitted? The what must go with the how? The would-be teachers can not learn one part in one place and another in another.

If the normal schools are to fit teachers to teach the common branches, domestic art and science and manual training why not agriculture also?"

"The elements of agriculture, how plants grow and other allied mysteries are being demanded, not very specifically and clearly perhaps but none the less certainly the whole country over, but teachers must be taught before pupils can be, and I feel that the normal schools should do this work in so far as the high schools can not. They must take up where the high schools leave off and go on with the preparation for teaching throughout the primary and garmmar grades at least. The high schools may come to do this preparatory work for the normal school along all lines but if so the normal schools will have to go farther or fail of performing a very useful function."

"I am anxious to see the normal schools strengthened along all lines that involve teaching elementary agriculture, manual training, domestic science and art."

Professor E. J. Wickson, Dean of College of Agriculture and Acting Director of Experiment Station says:

"There can be no question as to the desirability of an effort to qualify teachers for the new work, which will certainly be expected of them if the present strong sentiment in favor of the introduction of elementary agricultural studies into the common schools should prevail. I can see no reason why such a sentiment can otherwise than win in some way, and teachers who are qualified to do even some one branch of the work will have reason to be glad of it."

The executive committee of the California State Grange was asked to express itself on this question. The request was complied with as follows: "At to-day's meeting of the Executive Committee of the California State Grange, the members authorized me to state to you that they, as well as the entire Order of Patrons of Husbandry, most

certainly believe that the Normal Schools should train teachers to give instruction in certain phases of agriculture that are prominent in the school environment and within the limits of the child's appreciation." Emily L. Burnham, Secretary California State Grange.

At the last meeting of the California State Teachers' Association there were two important sessions that have a direct bearing on the question under discussion.

1. The Rural School Session. In this session a report on the "Training of teachers for rural schools" was presented by the chairman of the committee, Miss Minnie Coulter, Superintendent of Schools, Sonoma County. The substance of the report is that there should be no essential difference in the preparation of teachers for rural and city schools. The following reference is made to the teaching of agriculture:

"The teaching of agriculture in the public schools gives the teacher in a rural district an opportunity to meet the child on common ground, puts them both on a better plane for taking up other work. It gives the child a chance to tell what he really knows and thus encourages him to learn more. It gives the teacher opportunity to gain the child's confidence. The child in the country school needs this kind of treatment, for it shows him that his teacher knows that he has a place in the world, that she understands and sympathizes with the people in his neighborhood."

"The child in the city school needs to know the conditions in the country, or he will remain ignorant of some of the most important industries, therefore work in agriculture, or nature-study, or whatever you wish to call it, should be given in both city and country schools. The city child should be taught to respect the country and the man who lives in the country."

"The argument has been used that we have no time to teach agriculture in the public schools, but this is not true. We have time, for we are already teaching it under the head of nature-study. Perhaps we are not teaching the right thing in the right way, but we are putting in time teaching something along that line. What we need now is to know what we ought to teach and how to teach it."

2. State Farmer's Institute in joint session with the Nature-Study section of the Teachers' Association.

I quote the following from a report of the meeting in the Government "Experiment Station Record" because it is written by a non-resident and one who is deeply interested in agricultural education.

"The United States Government was represented by the director of this Office and the State government by the governor, superintendent of public instruction, and other officials. The interests of various grades of schools from the university down to the kindergartens were discussed. Members of the legislature, city officials, editors, librarians, farmers, and business men also participated."

"It was, therefore, of unusual significance that at such a meeting the claims of agricultural education to a place in the public school system in secondary and elementary schools, as well as in the college, were elaborately and earnestly presented and discussed by a considerable number of speakers. More significant even was the general atmosphere of sympathy with the idea that the industrial element must in one form or another become a permanent and pervasive constituent of our public school system. * * * * And the discussion of industrial education it was made plain that in order to prepare the children of the country life on the farm and to interest them in the business of farming as a life work, the atmosphere of the rural schools must be favorable to country life, and the instruction in these schools must open the minds of the children to the rational interest which may be connected with farming, and to the aid which the farmer may get from the application of science to his art. * * * * That there was great public interest in the question of agricultural education was evinced by the relatively large attention which was given to this feature of the meeting by the press throughout the State."

Summary and Conclusion.

Educational Importance.

Without entering into a full discussion of the educational value of agriculture the subject presents the following claims:

(a) It represents a fundamental human interest not only from its economic relation to society but if it enters into the real experience of the child's life gives him a basis for sympathetic appreciation of a world work that a large part of the human race must, of necessity, engage in.

(b) It represents in certain of its phases practical centers around which to group nature-studies or studies in elementary science.

1. Because the general body of knowledge involving the most important facts is being well organized and made accessible through government and state publications and good elementary text-books.

2. Because it represents an assemblage of experiences broad and general enough to be useful in whatever line of activity the individual may subsequently pursue.

3. Because it must reach the child through his own activity.

(c) It will tend to increase the general intelligence of rural communities along the lines of work in which they are engaged.

Work of the Normal School.

In order that the subject may fulfill these educational possibilities it must be reduced to a proper pedagogical basis. In other words, there must be determined what phases of the great subject of agriculture may be undertaken by the elementary schools under average

school conditions both from the standpoint of the child and of the teacher.

This means careful work and experimentation and constantly slow but real progress.

There are many who believe that the thing needed may be accomplished by law and legislation. Such means would most seriously interfere with the natural development which the subject should take.

Normal schools have in many lines assumed the province of not only training teachers but of determining by experiment in practice schools what to teach and how to teach it. Such investigation might well be undertaken with respect to agriculture. The subject would then be protected from poor teaching and the public made to realize that the normal schools may give in a better way what it usually tries to get by legislation.

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A meeting of the State Board of Education will be held in Faculty Room, California Hall, Berkeley, June 7, 8, and Joint Board of Normal School Trustees will be held in same place June 9.

To the Teachers and Public School Authorities of California:—

The American Flag Association in accordance with its custom of the past nine years, reminds us that Thursday, June 14, 1906, will be the 129th anniversary of the adoption of the Stars and Stripes as the Flag of the United States.

During recent years Flag Day has come to be recognized more and more as a National Anniversary. The Association earnestly requests the co-operation of the citizens of California, and especially of all who are engaged in the work of education here, in securing this year the widest possible observance of the day. School officials and teachers are requested to arrange for such patriotic exercises as shall appropriately celebrate the day. Flag Day, as well as the legal holidays named in our statutes, presents an opportune time for teaching lessons in patriotism. Section 1702 of the Political Code makes it "The duty of all teachers to endeavor to impress upon the minds of their pupils the principles of morality, truth, justice and

patriotism * * * * to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship. No occasions are better adapted for such instruction than the days especially set apart to commemorate historical events. The history of our country's flag and the principles for which it stands as the symbol should be known to every youth in the land.

An event of the present year serves well to illustrate what a great privilege it is to live under the protecting folds of the American Flag. The sufferings brought suddenly upon thousands of homes in our State by the disaster of April last, severe as they were, would have been greatly intensified but for the generous assistance given to the afflicted cities by the National Government. A single star in the bright cluster that adorns the national emblem was only for a day in partial eclipse. The light of a warm sympathy, reflected from the national heart, quickly dispelled the gloom. Wherever over the stricken city of San Francisco could be seen floating the Flag, the people knew that succor was near and that Famine should not follow in the wake of Destruction.

History is replete with incidents that teach loyalty and devotion to the Flag. Since it is the primary purpose of the public schools to train youth to become good, loyal citizens, such historical incidents should be dwelt upon and "Flag Day" fittingly observed each year.

It is therefore recommended that the schools of the State, wherever possible, on June 14th hold such exercises as will make impressive the patriotic lesson that the day is intended to teach.

In loyalty to the Flag, I am,

Very truly yours,

THOMAS J. KIRK,
Superintendent of Public Instruction.

Sacramento, California, May 24, 1906.

BULLETIN NO. 92.

To Dealers in State School Text Books of the State of California:

Notice is hereby given by the undersigned, the Superintendent of Public Instruction of the State of California, that

ENGLISH LESSONS—BOOK ONE
AND
ENGLISH LESSONS—BOOK TWO

are now ready for sale and distribution.

The prices of said books have been fixed as follows:

English Lessons—Book One

Cost f o. b. boat, railroad, or express at Sacramento.....28 cents
By mail .....35 cents
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Cost f. o. b. boat, railroad, or express at Sacramento.....46 cents
By mail .....55 cents
Price to Pupils from Book Dealers .....55 cents

New order sheets are herewith sent you.

Please destroy all old order sheets, using the new form only.

By sending in your orders now you can get these books without any delay.

Very truly yours,
THOMAS J. KIRK,
Superintendent of Public Instruction.

UNIVERSITY OF CALIFORNIA, SUMMER SESSION, 1906.

The Summer Session of the University of California for 1906 will be held in Berkeley, beginning Monday June 25th, extending over six weeks, and closing Saturday, August 4th. For entrance no formal examinations will be required, but admission will be granted upon application when it shall appear to the Faculty that the applicant is of good moral character and of sufficient maturity and intelligence to profit by the exercises of the Session. Courses will be offered in the following subjects:

Philosophy, Education, Law, History, Economics, Music, Greek, Latin, English, German, French, Spanish, Mathematics, Physics, Astronomy, Geography, Chemistry, Botany, Physiology, Zoology, Geology, Civil Engineering, Drawing, Agriculture, Entomology, Physical Culture, Domestic Science, Library Science.

Instruction will be given not only by members of the regular Faculty of the University, but by a number of well-known men of letters and of science from Eastern universities and from Europe.

Among the instructors who will offer courses are the following: Professor Hugo De Vries of Amsterdam, Botany; Professor John Adams, Principal of the University of London Training College, Education; Ernest Rutherford, McGill University, Montreal, Physics; Lic. Ezequiel Chavez, Sub-Secretary of Public Instruction and Fine Arts, Republic of Mexico, a course of lectures in Spanish upon Mexico, its history, institutions, and progress; Professor Frederick J. Turner of the University of Wisconsin, United States History; Professor George Burton Adams of Yale University, Mediaeval History; Professor Josiah H. Penniman of the University of Pennsylvania, English Literature; Professor George H. Ling of Columbia University, Mathematics; Professor Alcee Fortier of Tulane University, French; Professor Raymond Dodge of Wesleyan University, Psychology; Professor E. P. Cubberley of Leland Stanford Jr. University, Education; Professor A. H. Yoder of the University of

Washington, Education; Hon. J. H. Ackerman, State Superintendent of Public Instruction, Oregon, Education; Mr. Frank B. Cooper, Superintendent of Schools, Seattle, Washington, Education; Mr. Thomas L. Heaton, Deputy Superintendent of Schools, San Francisco, Education; Mr. Frank F. Bunker, Assistant Superintendent of Schools, Seattle, Washington, Education; Miss May Secrest of the California Polytechnic School, Domestic Science. From the permanent Faculty of the University some of those who will offer courses are: Professor J. Frederick Wolle, Music; Edward B. Clapp, Greek; W. J. V. Osterhout, Botany and Elementary Agriculture; R. S. Holway, Geography; Harry A. Overstreet, Philosophy; Chauncey W. Wells, English Composition; Henry W. Prescott, Classical Literature in English; E. C. Moore, History of Education; Dr. S. S. Maxwell, Physiology; Mr. J. A. Child, Dante's Divina Commedia in English; Mr. Don E. Smith, Spanish-American History. In connection with the work in Education, Professor F. E. Harrington will conduct an observation school near the University.

In addition to the regular courses hitherto given, the University is offering instruction in practically all the subjects which are taught in the primary, grammar, and high schools. Particular attention is called to the courses in nature study, arithmetic, geography, American history, and reading, as well as to those which cover the various subjects of the high school curriculum. Primarily these courses are designed to give instruction in the subject-matter which they treat.

In addition to this, special instruction will be given in each department upon the methods of teaching its particular subject and selecting therefor the best materials, and special efforts will be made to bring attending teachers into touch with visiting superintendents, principals, and other school authorities. In furtherance of this, arrangements have been made at the Record's Office for the registration of the names and addresses of such persons.

Attention is called also to the courses which are offered in the Department of Law.

The summer climate of Berkeley makes it a delightful vacation resort. The University is picturesquely situated on the lower slopes of the Berkeley hills, overlooking San Francisco Bay and the Golden Gate. Berkeley is a city of homes, with a population of over twenty-five thousand people. Electric car lines make the trip from the University to Oakland in twenty minutes, and a greatly improved ferry service has reduced the ride to San Francisco to thirty-five minutes of pleasant travel. All the resources of the University—its library, laboratories, museums, and gymnasiums—will be at the disposal of the summer students. Special lectures and art exhibits, trips to points of interest, and provision for athletic and other recreations will be added to make the Summer Session a profitable and enjoyable way of spending a vacation. Ample accommodations may be had in the houses of private families in Berkeley at an expense of from $25 to $35 a

month. The priviliges of the Summer Session are open to teachers, to undergraduates and to visitors, upon payment of the regular fee of $12. The Recorder of the Faculties will, upon request, supply any detailed information desired.

Berkeley, Cal.

* * * *

Following are the new words to "America," written by Henry Van Dyke, inspired by the catastrophe that happened in the year 1906.

"I love thy inland seas,
Thy capes and great trees,
Thy rolling plains;
Thy canyons wild and deep,
Thy prairie's boundless sweep,
Thy rocky mountains steep,
Thy fertile mains;
Thy domes; thy silvery clouds,
The Golden Gate that stands
Afront the West;
Thy sweet and crystal air,
Thy sunlight everywhere
A land beyond compare;
I love the best."

A NOBLE LIFE.

Ruskin tells us that the fiber of a noble life is woven imperishably in the world's work, and this truth is brought home with immeasurable force to the friends of Miss E. A. Cleveland, who passed away, April fourth, 1906, at her home on San Jose Avenue, San Francisco. After an illness of twelve days, she succumbed to an attack of acute bronchitis. The wonderful brain was clear and executive to the last; the beautiful spirit passed resignedly to its Maker.

With the radiance of a fixed star, did Miss Cleveland's influence for good beam upon the lives of those with whom she came in contact. She was the most devoted of daughters, and, for more than half a century the beloved parents in Vermont, her native state, owed to her, the comfort and content of their ideally peaceful lives.

Miss Cleveland's name is a household word to the thousands who came to know her rare soul through the medium of her teaching. When but sixteen years of age, she taught in Vermont, and later, in various Eastern cities, particularly in Providence, Rhode Island. Remembrance of the happy associations and enduring friendships there formed, brightened all the years that followed. In the days of her young womanhood, magnetic with aspiration, beauty, culture, character, she came to San Francisco, and became at once identified with its educational interests. Many of this city's most prominent and influential women were pupils of her private school at the Mis-

sion. Subsequently, Miss Cleveland entered the School Department, and as teacher in the Lincoln Grammar School and the Girls' High School, her powerful personality reached far and wide. Later, she was invited to become principal of the Rincon Grammar School, over which she presided with exceeding grace and dignity, until her resignation from the Department six years ago.

Kindly, generous, uplifting, and faithful to the uttermost, was she ever, especially to those whose high privilege it was to know her in her home—to be counted amongst her close friends. Just to be with her was a surpassing joy—a benediction. Her lofty thought, her boundless charity, her devotion to duty and to principle, her humanitarianism—moulded the lives of thousands and will, in them and through them, influence other lives, even beyond human power to estimate.

Her attitude toward the world can be told in Lincoln's words—"With malice towards none—with charity for all." Of this noble woman, one friend remarked that Emerson's tribute to Lincoln, is equally applicable to her, since her heart, like his, was as broad as the world, and yet there was no room in it for any feeling of malice. Her good will to mankind embraced those who wronged her as well as those who loved her; her soul, in its greatness, could always forgive the frailties of others.

Public testimony of the high esteem in which this exceptional woman was held showed itself in many ways. At halfmast, for three days, hung the flags of the Girls' High and the Rincon Grammar Schools with which she was longest identified. The Rincon, the scene of her labors for twenty-five years, was closed out of respect to her memory, on the afternoon of April sixth. The San Francisco dailies paid tribute to her worth. The Century Club of which she was a charter member, adjourned its regular meeting on the day of her death, and voiced its loving regard of a generous soul, in a tribute of Easter lilies.

The funeral services were held Saturday forenoon, April seventh, at the First Congregational Church, of which Miss Cleveland was a cherished member. Loving hands had massed there in graceful profusion, roses, lilies, carnations and palms. Added to their beauty was the silent eloquence of numerous floral offerings. Dr. Adams, the pastor, spoke in the highest terms of her as a teacher and a woman.

Wondrously forceful in character—loyal to duty, to conviction, to friend—surpassing human nature in loving-kindness—Miss Cleveland has left a deep imprint upon the lives of the many who knew her and loved her. Ever "Wise, steadfast in the strength of God, and true," hers was a rarely beautiful soul. In sincerity, in helpfulness, in inspiration, she stood a queen amongst women. Her abounding charity was Christ-like. Though her presence be lacking, her sterling worth abides.

MARY E. DONNELLY.

SAN FRANCISCO DAUNTLESS.

On April 18, 1906, San Francisco experienced an earthquake followed by a disastrous fire of four days' duration which swept over four square miles of densely populated area.

The earthquake did some damage to poorly constructed buildings, but it was demonstrated beyond a doubt that the modern building of the higher type is not affected by seismic disturbance.

The disastrous effects of the fire were appalling, the loss running into the hundreds of millions of dollars with insurance of possibly two hundred millions. All of these millions and more will seek reinvestment.

Fortunately the water front was not seriously damaged and the vast shipping through the finest harbor in the world was but little disturbed. Many manufacturing plants and a large section of the residence district of the city remained intact.

Within a few days after the catastrophe street cars were running on several streets and on Market street as far as the Ferry. This traffic was extended day by day until now it is fast approaching normal conditions.

At three o'clock in the afternoon of April eighteenth a Citizens' Committee was organized for relief and for the regular business of the city. This provisional government by committees worked in admirable harmony with the mayor and federal authorities and at once developed an orderly and wonderfully efficient plan of operation.

The health conditions remained wonderfully good. At no time was an epidemic threatened. The loss of life was comparatively small, many a minor catastrophe in recent history having resulted much more disastrously in this respect.

Business confidence remained unshaken after the disaster and the banks all demonstrated their solidity. At no time was a panic threatened. Before the ashes cooled wholesale and retail trade was resumed in original places where the buildings remained and in temporary structures in cases where the buildings had been burned.

The people of San Francisco, millionaires and wage-earners, refugees and householders, showed a spirit of fortitude and optimism probably unequalled in the history of the world.

San Francisco is now in course of reconstruction; the debris is rapidly being removed and the hum of industry has supplanted the roar of the flames. The abiding results of the fire will be wider streets, more imposing edifices, larger parks, and a complete fire-fighting system which will utilize the waters of the ocean. The real estate market has weathered the storm and shows great activity.

San Francisco is the city of opportunity. The vast fertile country back of it promises the yield of an exceptionally good year's crop. The chance for business investment is magnificent; Eastern and local money will be poured in freely while the rebuilding progresses. The history of all such events as that which has just transpired proves that the ultimate result is a general improvement in conditions and a vast increase in community wealth.

Published by the California Promotion Committee, May 15, 1906.

PUBLISHER'S NOTICE

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NOTE—The files and books of the WESTERN JOURNAL were destroyed April 18th. The JOURNAL will be issued in its regular form hereafter.

WESTERN SCHOOL NEWS.

Meetings.

The California Teachers' Association will meet at Fresno, Dec. 26, 27, 28, 29. Dr. C. C. Van Liew, Chico, President; Mrs. M. M. Fitz-Gerald, 405 Fillmore Street, Secretary.

Southern California Teachers' Association will meet Dec. 19, 20, 21, at Los Angeles. Mark Keppel, President.

Summer Normal School of Manual Training, Santa Barbara, July 2 to August 10. Edna C. Rich, Principal.

The Summer Session of the University of California will meet at Berkeley, June 25th to August 4th. Dr. E. C. Moore, Dean.

National Summer School of Music, Berkeley, Calif. Address S. C. Smith, 1247 Broadway, Oakland, Calif.

News.

Dr. Edward Brooks, after more than fifty years of masterful

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Fischer & Stewart's "Second Algebra."
Ashley's "American Government."
Osterhout's "Experiments With Plants."
Peabody's "Physiology"; Von Minckwitz's "Cicero."

For Reference Libraries

Hart's "American History Told by Contemporaries."
Macdonald's "Select Documents," Macdonald's "Select Charters."
"Cambridge Modern History," four volumes ready.
Elson's "History of the United States."
"Periods of European History."

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J. A. HAYS, Proprietor.

leadership, has retired from the City Superintendency of Philadelphia.

J. P. McCasky, the well known publisher and editor of the Pennsylvania School Journal, has been elected Mayor of Lancaster, Pa.

Hon. Fassett A. Cotton, State Superintendent of Schools of Indiana, was nominated April 12th, for the third term. Mr. Cotton has stood for better salaries, better service, and better schools.

Prof. Elwood P. Cubberly has been promoted from associate professorship at Stanford in charge of the Department of Education.

Frank J. Browne, teacher of Latin in the Polytechnic High School, lecturer on Shakespeare, and author of Browne's Graded Arithmetic, has taken a year's leave of absence and started East to lecture on the recent San Francisco casastrophe.

Theo. Kearny of Fresno, who died recently, left $750,000 to the University of California for a Viticultural Station at Fresno.

Los Angeles sent in a request for twenty-five teachers from the San Francisco School Department, but as a personal application was required, but few teachers, if any, were willing to incur the expense necessary to become eligible.

"The Philippine Teacher" is a newsy and bright educational journal published at Manila, P. I.

The Chicago Teachers' Federation, Ida L. Fusman, President, is taking an active interest in promoting some plan to aid the San Francisco teachers, and the school department.

There will be a Summer School of Manual Training under the direction of Edna C. Rich at Santa Barbara this year, from July 2 to Aug. 10. Supt. A. H. Adrian has found it possible to inaugurate the school.

Miss Rich, who is the supervisor of manual training in the Santa Barbara schools, will be the principal of the summer school. She has had the best of training in the East and in Europe, supplemented by travel, and courses in leading special schools. She is a graduate of both the Sloyd Training School of Boston, and of the Sloyd School at Naas, Sweden, as well as the Manual Training Institute, Leipsig, Germany. She also attended the Harvard Summer School in 1900. Miss Rich is the author of the book, "Paper Sloyd for Primary Grades," which has had a very large sale and is an accepted authority.

Other members of the faculty of the summer school will be Miss Florence Walker, graduate of Wellesley and of the Sloyd Training school, Boston, and instructor in sloyd at Santa Barbara; Miss Mary A. Boyer, graduate of the Boston Normal School of Domestic Science and Household Arts, and of the summer school of the Wesleyan University, Middletown, Ct., instructor in sewing at Santa Barbara; Miss A. M. Whitlock, of Teachers' College and Cooper Institute New York; instructor in the Blanchard-Gamble school, Santa Barbara; instructor in raffia, basketry, clay modeling and card work. All of

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them have had special advantages to perfect themselves in their subjects.

A. H. Yoder of the University of Washington, has resigned to accept the Superintendency of the schools of Tacoma.

D. Mackinnon of the San Diego High School has been elected City Superintendent of Schools, vice F. P. Davidson, resigned.

The following item of news comes from the city of Seattle. Heretofore no allowance was made for time lost by personal sickness or death in the immediate family. Under the new schedule is allowed full pay for two days' absence if caused by death in the immediate family. In case of sickness half pay is allowed for a period not exceeding twenty school days in the year. Furthermore, all salaries have been put upon a twelve instead of a ten-month basis as heretofore.—The School Journal.

We hope to hear of Los Angeles and other Coast cities following the good example of Seattle.

"California, Queen of Old Columbia," continues to be the most popular of California songs yet written. It was sung at the Portland Fair and received the highest praise. It has been endorsed by State Supt. Thomas J. Kirk, and other notable educators. The words and music are by Jennie L. Thorp. Send ten cents for sample copy. Address Jennie L. Thorp, Dos Palos, Cal., or The Whitaker & Ray Co., Oakland, Cal.

IMPORTANT.

Teachers and School Officials Please Take Notice.

A copy of an "Open Letter to the Editor of the NATION" with a fac-simile of Edwin Ginn's signature, together with a slip asking that sample copies not introduced be returned, purporting to come from the same source, was sent out in a blank envelope a few weeks ago from San Francisco.

This was done by some "anonymous" person without the knowledge or consent of anyone connected with Ginn and Company.

GINN & CO.,
By S. C. Smith.

The next Pacific Coast Session of the National Summer School of Public School Music will be held in Berkeley.

We regret to state that Miss West's school building where the sessions of this school have formerly been held was destroyed by the recent San Francisco fire.

For catalogue and further information write

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—Julius Caesar, Act 4, Scene 3.

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ANNOUNCEMENT

In the recent disastrous fire in San Francisco which destroyed our place of business in that city, our largest warehouse escaped destruction; and such goods as were lost in our Market Street Store have been replaced from our houses in Los Angeles and Portland, Ore., and our factories East. We are, therefore, in excellent shape to immediately take care of all orders for

School Desks, Hyloplate Blackboards, Maps, Charts. Globes and School Supplies of every description.

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The Western Journal of Education

July, 1906

CONTENTS

PAGE

EDITORIAL 5

The School Solution in San Francisco—Children's Contributions—Educational Progress in China—Over State Lines.

NATURE STUDY AND ELEMENTARY AGRICULTURE FOR THE ELEMENTARY PUBLIC SCHOOLS. *A. C. True and D. J. Crosby* 8

Agriculture—To Illustrate the Capillary Power of Soils—To Show the Effectiveness of a Dust Mulch—To Show the Germination of Seeds—Using the Babcock Test for Butter Fat—The Effect of Temperature on the Creaming of Milk—A Study of the Influence of Cleanliness and Cold on the Keeping Quality of Milk—Text-Books and Works of Reference.

THE UNGRADED WORK IN THE LOS ANGELES SCHOOLS. *M. Louise Hutchinson* 24

DONT'S FOR TEACHERS. *Charles T. Wright* 26

SAN FRANCISCO SCHOOL SITUATION 28

PHYSICAL DEVELOPMENT 30

WORDS ARE CHEAP BUT DEEDS ARE DEAR 31

HABITS FORMED DURING THE RECITATION HOUR 31

MODEL SCHOOLHOUSE PLANS AND SPECIFICATIONS. *J. W. McClymonds* 32

School Grounds—Model Schoolhouse Plans—Interior Finish and Equipment—Interior Orientation—Foundation and Drainage—Light and Lighting—Stairways and Corridors—Heating and Ventilation.

BOOK AND MAGAZINE NOTES 37

WESTERN SCHOOL NEWS 39

Notes—Tehama School Notes—School News.

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The Western Journal of Education

JULY, 1906

EDITORIAL

The School Solution in San Francisco

The schools of San Francisco will open July 23d. The first lesson of the city of St. Francis will be that of helpfulness to the children. The climate of the city is so mild, and the sanitary conditions so excellent that there will be no danger, and very little hardship for the pupils of the public schools. It is not necessary for parents to stay away from San Franciscon on account of the lack of school facilities. There are many buildings in condition, and arrangements have been completed for sufficient temporary buildings for all the children that desire instruction. The classes will be small. Children will have the advantage of more personal attention. The home life of the city depends upon its public schools. The schools are the real civic center. The Board of Education and the citizens appreciate this, and have the work of reorganization well in hand.

The Board of Education has found it necessary to place on the unassigned upwards of two hundred teachers. It is probable that at least two hundred more will be without classes for some months. It will not be more than a year, however, until the entire force will be needed to meet the demands of the growing city. Large buildings do not make cities. The people make the towns. And the people will not live where the school facilities are not the best. Bankers, real estate owners, builders, promotion committees, officials, merchants, the work of rebuilding the schools must be your first consideration.

The greatest and most effective publicity of restored confidence in San Francisco's future is not that Thomas Magee is going to build a sixteen-story Class A building on Market

street, but it is the publicity of ample and efficient schools. The bankers, merchants, financial promoters and officials could do nothing at this crisis so effective in restoring conditions as to touch the button that would start the machinery of erecting forty school buildings and of increasing the salaries of the poorly paid teachers. Twenty thousand families will return to the city and live in temporary homes, provided the school facilities are ample for their children. The situation is obvious.

* * *

Children's Contributions.

There is a general movement on the part of the children of the public schools of the United States to contribute funds for rebuilding the schools of San Francisco. This movement was started in Galveston, Texas, and many cities have responded. The State of Washington has appointed a special day to receive contributions. A committee in San Francisco has been appointed to promote the contributions and take charge of the fund. This is well. The lesson of giving has its moral effect on children. However, the funds from this source will not be sufficiently large to be dependable for rebuilding, and the expectation of funds from the children should not interfere with the inauguration of plans for the immediate rehabitation of our school system.

* * *

Educational Progress in China.

The London Journal of Education gives the following interesting editorial comment on educational progress in China: The whole system of requiring students to learn by heart long passages of which no explanation or commentary was given is being superseded by an education approximating more nearly to Western ideals. The rapidity with which the new plan is being carried out is striking. In one province—that of Chihli—there are 124 districts; each district has already about twenty primary schools, with some thirty boys in each. Each district has also one low- and one high-grade elementary school with an average attendance of fifty

boys, who, in addition to the study of their own language, are started in history, geography, arithmetic, and simple science. Sixteen middle schools have been opened in which the study of English is added to more advanced courses in the subjects mentioned above. There is a provincial college with 320 students, and, finally, the University of Paoting-fu, with 200 students. It will be noticed that in all this there is no mention of the education of girls. The movement that is producing this progress in education seems to be based mainly on the desire to increase the military efficiency of the nation. Physical drill and military training are important parts of the curriculum. In the words of the correspondent: "The new text-books put into the hands of the boys impress on the youth of China the duty of developing the power of their country; they show how military weakness has brought bitter humiliations in the past; and they preach the doctrine that the ease, wealth, and life of individuals must be readily sacrificed to national interests."

* * *

Over State Lines.

The Summer Session of the University of California obliterates state lines. The University of California is not only the educational centre of California, but of the greater West. The Faculty of the Summer School shows that Dr. Moore planned on broad lines, Oregon, Washington, the East, Mexico, England, Germany, Holland, and other countries send their best men as instructors. This is the first time that Mexico, Oregon, and Washington have been given educational recognition in an effective way at our universities. Students will come from the four ends of the earth to the school, and Berkeley becomes an international centre of education, and it is well.

* * *

The Carnegie Foundation for the advancement of teaching has increased the conviction of the necessity of a pension as compensation for public school teachers. It has become increasingly clear that a teacher's modest income is not sufficient to provide for old age, sickness or disability.

The extra session of the Legislature was generous to the demands of the schools. It granted all the legislation asked for, including an appropriation of $83,000 for State University, $25,000 for indigent books for the San Francisco schools, an appropriation for the San Jose State Normal, restoration of certificates that were burned, census, and other necessary laws.

* * *

Simplified spelling is no longer a joke, a fad, nor the turn of a crank. It is a fact.

* * *

The school in Golden Gate Park, San Francisco, Cal., for the children of refugees is a model in many respects. It furnishes a splendid opportunity for working out the agricultural idea. Large spaces of land are being used by the children in the cultivation of various kinds of vegetables.

Nature Study and Elementary Agriculture for the Elementary Public Schools.

By A. C. True and D. J. Crosby
U. S. Office of Experiment Stations

(Continued)

AGRICULTURE.

GROUP *III.*

Pupils in Group III (grades 7 and 8) should continue to study and compare weather conditions, soils, plants, animals, and other natural phenomena and objects, both within and beyond the limits of their personal observation. As sources of information concerning things not coming under their immediate observation or experience, the pupils should use a well arranged up-to-date text-book of agriculture and have access to good works of reference. If the nature study work outlined for Groups I and II has been carried out in the proper spirit, that is, if the pupils have been treated as seekers after truth rather than receptacles for the teachers' overflow of mental pabulum, they will not look upon text-books, bulletins, ency-

clopedias, and other available agricultural publications as additional tasks to be mastered, but as aids in extending their knowledge of things and affairs directly related to their life work. Most country boys of 12 expect to make farming their vocation, many at this age have already begun to raise small patches of popcorn or potatoes, or are the possessors of a sheep, or a calf, or a colt. Such boys will need no prodding to induce them to take up and study in an orderly way one of the attractive modern text-books of agriculture.

A text-book will be necessary in most cases as a more or less definite guide for the teacher who will in all probability be without special training in agriculture, and it will serve the further purpose of showing to parents what such instruction really involves. At the same time the limitations of text-books should be kept in mind. Publishers and authors in attempting to put out text-books sufficiently elementary for use in public schools have been compelled either to treat the different topics in a very superficial way or to prepare a text-book suited to a comparatively limited area. In either case it will be desirable to supplement work with the text-book by a study of other text-books and manuals, encyclopedias, agricultural journals, and the publications of the U. S. Department of Agriculture and the agricultural experiment stations. Such supplementary study will also serve to familiarize the pupils with sources of authentic information on agricultural subjects, and this is one of the most important accomplishments aimed at by those advocating the introduction of agriculture into the public schools.

The oral work of the class room should be supplemented in many ways. Agriculture is a subject which lends itself admirably to the laboratory method of teaching. It is rich in illustrative material, and more than almost any other subject of study, it may be made to draw upon and utilize the resources of the whole community for this material. There should be laboratory work at school, garden work at school and at home, and study of farm animals, irrigation and drainage systems, home water supply and sewage systems, buildings and fences, orchards and spraying machinery, rotations and other systems of cropping on the better farms of the district. Pupils should be taken to local dairies to study dairy animals and machinery, to creameries, cheese factories, and canneries to study methods of preparing farm products for consumption and shipment, to cold storage plants to study the preservation of food stuffs, to

the butcher shop to study meat cutting, to the green grocer to learn methods of preparing fruit and farm products for market, to the implement dealer to compare types of farm machinery. Clubs of boys should be organized for the discussion of agricultural topics and to give practice in parliamentary proceedings. School and county fairs have been found very efficacious in stimulating interest among children along agricultural lines. In some states the county and state fair associations have aided the movement for agricultural education by offering liberal prizes for the best displays of agricultural products grown by school children.

The time to be devoted to agriculture will necessarily vary in different schools, but it is believed that on the average not less than one hour a week during the seventh and eighth years will be required to make the class work and laboratory experiments effective. The time spent in visiting farms, factories, etc., will depend so much on local conditions that no reliable estimate of it can be made in this article.

OUTLINE OF COURSE.

The course in agriculture should include an orderly and progressive study of the elements of plant production, animal production, and dairying, together with brief and every elementary consideration of a few topics in rural engineering and rural economics.

In plant production we would first consider a few plants with reference to their structure and physiology—how they feed, grow, and reproduce. It would be well in this connection to select one plant that is reproduced from seed, one from bulbs, another from cuttings, etc., and to teach and give practice in grafting, budding, layering, and making hard and soft cuttings.

The second consideration is the environment of the plant-climate and soil in relation to plant growth. These have been considered in a general way in the nature study observations, but it is now time to study some of the more fundamental problems in the relation of light, heat, moisture and air (in the soil and above it) to plant development, and the problems of soil management, such as tillage, drainage, irrigation, enrichment, impoverishment, and cropping.

Next in order would be a more detailed study of some particular farm crop or fruit of local importance, such as wheat, corn, hops, oranges, pears, grapes, or olives. Devote some

time to the classification of the crop and its varieties, but lay greater stress on its commercial importance, its culture and its uses. Bring out the importance of carefully selecting seed or stock, and dwell somewhat on methods of planting, cultivating, harvesting, and marketing, and on protection from insect pests, weeds, and diseases.

In the study of animal production we would first bring out the leading characteristics of the different types and breeds of horses, cattle, sheep, swine, and poultry found in the vicinity of the school, and then take up matters concerning the care and management of these animals. Some attention should be given to feeds, and under favorable circumstances some exercises in compounding rations could be given. Other topics of importance in this connection are water supply, exercise, shade, ventilation and cleanliness of buildings, and the preparation of animals and animal products for market.

Dairying is an industry of sufficient importance in most states to deserve special consideration in a course in elementary agriculture. The subject should be introduced by making a somewhat more detailed study of the dairy type of cow than was given under animal production. This should be followed by a study of milk, its composition, how determined, and relation to price; handling, and the relation of cleanliness, straining, aerating, and cooling to quality; and uses for consumption as milk or cream, for condensing, for cheese making, and for butter making.

Rural engineering in most of its aspects is too technical for pupils in the common schools, but in every community there will be some opportunity to examine the plans and structure of good types of buildings, fences, irrigation systems, etc., and to devote some time to drawing simple plans of farms, buildings, and other works. Advantage should also be taken of any opportunity to visit implement warehouses and have the structure, operation, and care of different types of farm machinery pointed out to the pupils. The importance of good roads, hygienic water supply and sewage disposal should be emphasized .

Most of the topics under rural economics are too broad to be included in a brief course in agriculture, or too complex for the comprehension of common school pupils. It is thought, however, that some of the general principles of marketing and farm accounts might be taught in this connection. Some of the topics which might be considered are marketing—preparation for

market, choice of market, transportation, and method and cost of sale; and farm accounts—feed and milk records, crop records, breeding records, inventories, and bookkeeping.

Attention should also be given to the benefits which may come from co-operative effort in such matters as the construction and management of roads, irrigation and drainage systems, the prevention and eradication of weeds, injurious insects, or diseases of plants and animals. In fact, all the work of the rural schools should be conducted with a view of impressing the children with the great advantage which may accrue to farming communities if a reasonable independence of the individual can be combined with a harmonious concert of thought and action for the common good.

Regarding the division of time between the different branches of agriculture no definite allotment can be made which will be suitable for all conditions, but in schools devoting two years of three terms each to agriculture, a fairly satisfactory division of time would be two terms for plant production, two terms for animal production, one term for dairying, and one term for rural engineering and rural economics. In case agriculture is to be carried beyond the eighth grade for one or two years, the same general outline can be followed by giving more time to each branch of the subject and going more fully into its details. Such an extension of time would be valuable in that it would render feasible a much broader study of the literature of agriculture.

SUGGESTIONS FOR SIMPLE PRACTICUMS OR EXPERIMEHTS.

The effectiveness of agricultural instruction in the common schools will depend largely upon the ability of the teacher to select and devise suitable exercises for the illustration of the different principles involved. The materials to be used in laboratory work may be expensive or they may be had for a few dollars. Two dozen empty tomato cans, three or four lard pails, a few baking-powder cans and covers, a lot of empty bottles, a few small wooden boxes, a collection of typical soils (clay, sand, loam, and muck or peat) and a few seeds of garden and farm crops will enable the teacher and pupils to perform a variety of experiments, illustrating important principles upon which the science and practice of agriculture are based, and will not cost a cent. If to this material the school board or the pupils will add by purchase at prices approximately as given, an 8-ounce glass graduate (10 cents), 4 dairy thermometers

(60 cents), 6 student-lamp chimneys (30 cents), 100 5-inch filter papers (15 cents), a pint glass funnel (10 cents), a 4-bottle milk tester with test bottles, pipette acid measure and acid ($5), an alcohol lamp (25 cents), a kitchen scale with dial which will weigh from 1 ounce to 24 pounds (90 cents), 12 ordinary glass tumblers (30 to 50 cents), a small quantity of litmus paper, and a few ordinary plates, pie tins, etc., the school will be provided with an excellent equipment for laboratory exercises, and all at a cost less than $10.

With this material in the hands of the pupils and a teacher willing to experiment and learn with the pupils the ordinary rural schoolroom becomes a laboratory in which it is possible to determine the comparative temperature, weight, acidity, porosity, capillarity, and fertility of different soils; to test their water-holding capacity and the readiness with which they may be drained, and to show the effects of cultivation, mulching, and puddling on the moisture content and physical condition of different soils. As far as the training of the pupils in mathematics will permit, the results obtained in the laboratory exercises should be translated to field conditions, and the importance of the principles involved should be brought out by questions concerning their application to the practical operations of farming.

Most of the modern elementary text-books of agriculture contain suggestions for numerous exercises illustrating the principles of agriculture, and several of the agricultural colleges have published circulars and bulletins containing similar suggestions. In order to show the nature of material now available we give below several exercises selected from a bulletin (Practical Studies in Agriculture for Public Schools) published by the School of Agriculture of Purdue University, Lafayette, Ind.

"*Study* 1.

"TO ILLUSTRATE THE CAPILLARY POWER OF SOILS.

"*Apparatus Needed*: Three or more lamp chimneys, or better, glass tubes, at least an inch in diameter—the longer the better; a shallow pan that will hold water, and at least two types of dry soil, a clay and a sand.

"*Procedure*: Tie a cloth over the bottom of each chimney or glass tube so that the soil will not drop out. Fill one chim-

ney with the sand, another with the clay, and a third with a cloddy soil. If more soils are used, fill a chimney with each soil. Set the filled chimneys in the pan and put about one-half inch of water in the bottom of the pan and keep some there all the time.

"*Note*: The soil used should be completely dried and if possible, screened, so as to be fine and uniform.

"*Observations*: Note in which soil the water rises the faster . How many inches does it rise in a unit of time? Try to explain the cause of the different rates of rising. Why does the water not rise as rapidly in the cloddy soil? Does this experiment teach anything about preparation of the seed bed? Try to make an application of this experiment to farm conditions, especially to the subsoil . If you can have glass tubes three feet long, you will get at the real truth, which the lamp chimneys will not show, because the water in the sand rises very rapidly for a short time, but it is later overtaken and passed by the water in the clay. Can you explain this result?"

"*Study* 3.

"TO SHOW THE EFFECTIVENESS OF A DUST MULCH.

"*Apparatus Needed*: Two, one or two gallon buckets or cans with holes in the bottom, and a quantity of soil. Also, a scale which will weigh 25 or more pounds. Both buckets should be alike in size.

"*Procedure*: Fill one bucket full of water saturated soil. It is best to wet it as it is put into the bucket. Fill the other bucket with the same kind of soil in the same condition, except do not fill entirely full. Leave a depth of about two inches. Let the buckets stand a day or two until they have drained. Then fill the one to the top with loose dry soil. This soil need not be very finely pulverized. Press down the surface of the other bucket so that it is rather compact . Weigh both buckets and make a note of the weights. Keep the buckets in any convenient warm place, or in fine weather set them out of doors. Weigh the buckets every three days for two weeks. Keep records of the weights .

"*Observations*: Under which condition is the most weight lost? What is this loss in weight? To what is it due? Make the application to farm practice . Calculate what the loss in

moisture amounts to in tons of water per acre of area. How many inches of rainfall does this represent? Will it pay to keep the top soil loose in the cornfield in July and August?

"*Study* 9.

"TO SHOW THE GERMINATION OF SEEDS.

"*Apparatus Needed*: Two, four, or more dinner plates; two, four, or more pieces of canton flannel, four inches square, and some seeds for testing, say corn and beans.

"*Procedure*: Dampen the cloths and lay one on a plate; upon this put twenty-five of each kind of seeds to be tested. Put a second cloth over these seeds, having it pretty wet. Over all, turn a second plate to prevent evaporation. Fix as many sets of plates and as many kinds of seeds as you wish. Watch the cloths that they do not become too dry . Also, be careful not to make them too wet. Keep at a temperature of 70 to 85 deg. Fahrenheit.

"*Observations*: Note the time elapsing until the seed coats begin to burst . Which part of the new plant appears first, the root or stem part? Is there any difference in the disposition of the cotyledons (seed leaves) in the different kinds of seeds? look for the root hairs; what do you think their office is? Find the hardened cap at the end of the root; this is the root cap. What do you think its office is? What is the first step in germination? Does the process of germination teach anything about the preparation of the seed bed? Calculate the per cent of seeds that germinate. Try seeds of different ages. Do the germs of all the seeds of the same kind show the same degree of activity? Why not? Can you tell whether a kernel of corn will grow by examining the germ? If you can not, get some one to show you. This, however, is not as accurate as the germination test.

"*Note*: This exercise has a very practical use to the farmer. Much time, labor, and money would be saved each year if farmers would test their seed corn as well as other seeds. To test seed corn, divide the corn to be tested into lots of ten ears each. Take five kernels from different parts of each ear and treat them as above, using one plate for each ten ears. If four or more kernels on a plate fail to germinate the entire ten ears should be thrown out or each ear tested by itself. Instead of plates, the kernels may be placed on pieces of paper and the ends folded over and a number of these folders placed in a

cigar box where they can be kept moist and easily be examined."

"Study 24.

"USING THE BABCOCK TEST FOR BUTTER FAT.

"Because of its simplicity, accuracy, and ease of operation, the Babcock test has become the standard test for determining the value of milk and cream as delivered to the cheese factories and creameries all over the country . It is also largely used by private individuals who keep cows, to determine whether a cow pays for her keeping or not.

"A good tester can be obtained from almost any dairy supply dealer at a small cost. Directions for using come with the machine. Have some pupil bring a sample of milk from one of the cows at home . The sample should be taken after the milking is done and the milk has been poured two or three times from one bucket to another, so as to be thoroughly mixed. (Make a note of how much the cow gave at that milking, either weigh or count a gallon as 8¼ pounds.) Take about a half cupful as a sample and put into a clean bottle . From this bottle the sample is drawn for testing, after mixing the contents of the bottle thoroughly.

"Having determined the per cent. of butter fat in the sample, an estimate can be made of the total amount of butter fat in the milk from which the sample was taken. Make several tests of the same cow's milk, using both morning and evening milk . Note variations. Estimate how much milk this cow gives in a year and calculate the number of pounds of butter fat produced. A pound of fat in ordinary practice should make about 1.1 pounds of butter. What price per pound do you get for butter? Does the cow pay for her feed? The cow should not be condemned until many tests have been carefully made, and you are sure you are right.

"Test samples of skim milk, buttermilk, and cream. Determine the amount of fat lost in different methods of separating cream, e. g. separator, shallow pan or crocks, or deep cans sets in cold water.

"If you are in a dairy district, or where people are interested in making their cows pay for their keeping, this exercise will furnish work for several weeks and may be made profitable to your patrons as well as to your pupils. The making of a test of a few samples need not occupy more than a half hour and the cost of each test is less than one cent."

"*Study* 25.

"THE EFFECT OF TEMPERATURE ON THE CREAMING OF MILK.

"Select two bottles of the same size and shape, quarts are large enough, preferably with long slanting necks and made of white glass, so that the layer of cream may be seen. Have some one of the children bring enough milk to fill both bottles. This milk should be milk drawn on the morning of the day on which it is brought, if possible. Mix thoroughly, preferably by pouring from one vessel to another two or three times, then fill both bottles to within an inch of the top, place one in a pail of water at a temperature as near 40 deg. Fahrenheit as possible, and put where it will stay near that temperature. Put the other bottle in a pail of water at a temperature of 75 deg. Fahrenheit and keep it there. At the end of two hours, and each two hours throughout the day, measure with a ruler or a strip of paper the depth of the cream line on each bottle.

"Notice the difference in the depth of the cream line, and whether it increases or decreases as the bottles stand. On which one does the line stand most clearly? Why does cream rise? Can you explain the difference in the effect of the two conditions of temperature?

"*Note*: This last point is a disputed question, but you are entitled to your own opinion . What does this exercise teach you about setting milk away for the cream to rise?"

This bulletin contains twenty-seven experiments for school study and fifteen experiments for home study . One of the latter, prepared by Prof. H .E. Van Norman is given herewith:

"*Experiment* 15.

"A STUDY OF THE INFLUENCE OF CLEANLINESS AND COLD ON THE KEEPING QUALITY OF MILK.

"Select a cow whose udder is not particularly clean and whose sides and flanks have not been cleaned. Milk about a quart or so of milk in the usual way, then stop and brush off the side, flank, and udder of the cow thoroughly, and wipe the udder and adjacent parts with a damp cloth, not wet enough

to drip, then with clean hands, and clean dry pail, milk another quart or so.

"Have two clean fruit jars, either pint or quart, washed and scalded, fill one with milk drawn before cleaning the cow, and set it away in pantry, kitchen, or cellar at ordinary room temperature.

"Fill the second jar with milk drawn after brushing and wiping the udder and place the jar in a bucket of coldest well or spring water obtainable. If possible, take temperature of each jar of milk, of the water, and the room. At the end of twelve hours, taste each lot of milk and make note of its condition as to sweetness and flavor . If you have learned to use the acid test at school, test the two lots by means of it. Your observations will then be more accurate. Note temperatures of each lot, of room, and of water, then put fresh cold water in pail. If possible, the water should be 50 deg. Fahrenheit or colder.

"Make the examination and notes, and change the water every twelve hours until both lots of milk are noticeably sour. If the work has been properly done, there should be from half a day to a day and a half difference in the keeping quality of the two lots of milk."

The Ohio State Agricultural College is issuing a series of extension bulletins containing numerous suggestions for simple agricultural experiments, such as the following:

"Experiment No. 9.

"Take a small piece of butter in a teaspoon. Heat it with a lighted match. It froths freely, but quietly. Try the same experiment with a piece of oleo, if it is available . It does not froth, but melts down like grease and cracks and sputters. Renovated butter will do the same. Milk fat is a mixture of a number of fats, some of which are volatilized (turned into vapor) at comparatively low temperature (by the heat of the match) and make the butter froth. Oleo does not contain these fats . Notice the difference in the odor of the melted butter and oleo. Renovated butter is a rancid butter which has been made over by a process of heating and rechurning. The volatile fats are driven off by the heating."

"Experiment No. 10.

"Fill a large flower pot with loam which has been thoroughly dried. Weigh the pot and loam with a spring balance (see that it will show ounces, for the weighing must be done

accurately). Pour in water very slowly until it runs from the hole in the bottom of the pot. Wait until the water has ceased running. Weigh again and determine the per cent. of water the loam would hold. It would be well to know what the flower pot weighed before puting the loam in it.

"Try the same experiment with dry clay or with sand.

"The water you see running away corresponds to the water that should be taken away from soils by tile drains."

The Northwest Journal of Education for November, 1905, contains an article by Prof. George Severance, of Washington State College, on Teaching Agriculture in the Common Schools, in which a series of nine interesting exercises concerning the amount of water held in field soils under different conditions of culture is given . This is a matter of primary importance in regions of limited rainfall, and we therefore quote three of the exercises:

"*Exercise* 1.

"*Object*: To compare the amount of water held at different depths under stiff sod or hard stubble land and under loose well tilled surface.

"With soil auger and six bottles of tight covered cans, go to the fields and select some place where sod land adjoins a summer-fallow or land that has been kept well tilled for the summer and select a spot in each where the slope and exposure are practically the same. Avoid proximity to trees or brush or any disturbing factor. With the auger secure a separate sample of the first, second, and third foot in each place, being careful to transfer the soil to the bottles as quickly as possible, covering the bottles or cans tight to avoid loss of moisture by evaporation.

"At the schoolhouse weigh out a portion of each sample and dry for 24 hours over a stove, in an oven, or even over a lamp . When thoroughly dry reweigh. The weight lost in drying divided by the weight of dry soil will be the per cent. of moisture held. Keep accurate records of results. In taking the moist soils from the cans and getting the first weight see that it is done quickly to avoid loss of moisture by evaporation.

"This same comparison may be made on level land and on sloping land. If the fall rains have not percolated downward three feet when the first samples are taken, note the depth to which it has percolated in each. What condition shows the deepest percolation? Is it an advantage? Which condition

shows the most total water for the three feet? Which the least? What has become of the rest of the water?"

"Exercise 2.

"*Object*: To compare fall plowed land with similar land left until spring, following directions as in Exercise 1, the teacher and the pupils should note by observation which conditions seem to permit the most water to run off the surface. In many sections of our State this comparison will show quite markedly the advantage of fall plowing in helping to catch and store the moisture. If both the fall plowed and the spring plowed land are seeded in the spring to the same crop, as often happens, watch the crop carefully for differences. Observations at Pullman have shown marked results in favor of fall plowing. Should the fall plowed land be harrowed smooth or left rough in the fall? If the land is rolling does it matter which direction the plowing is done? Do bad results ever come from fall plowing?"

"Exercise 7.

"If opportunity occurs, compare land that is rolled smooth in the spring and left so with adjoining land similarly cropped but not rolled. Contrary to the belief of many a rolled surface gives the best conditions for loss of moisture."

The U. S. Department of Agriculture has issued many publications which are proving valuable to both teachers and pupils engaged in school agriculture . The Farmers' Bulletins of the Department are for free distribution and several of them were prepared especially for use in schools. Farmers' Bulletin No. 157, The Propagation of Plants, deals in a simple and practical way with methods of reproducing plants, such as layering, grafting, budding, and making cuttings. Much of this matter is reproduced in Farmers' Bulletin No. 218, The School Garden, which also takes up practical suggestions for garden work, describes a series of laboratory exercises with soils and plants, and discusses the decoration of school grounds. One of the writers has prepared an article for the forthcoming Yearbook of this Department on The Use of Illustrative Material in Teaching Agriculture in Rural Schools, in which eight illustrated exercises in elementary agriculture are described.

Teachers of agriculture in common schools should write to their state colleges of agriculture and experiment stations and to the Office of Experiment Stations of the U .S. Department

of Agriculture for bulletins and other aids. Much valuable literature can thus be had for the asking which has been prepared by experts in the different branches of agriculture.

A word of caution regarding the experiments and exercises will perhaps be in order at this point. See that the pupils use the utmost care in the manipulation of materials and apparatus, so that results as nearly accurate as possible may be secured. Do not tolerate carelessness even with the simplest exercise and the most inexpensive material. Not that the exercise will have any particular bearing on the progress of science, but it ought to have a very definite bearing on the development of the pupil. It should aid in developing not only skill in manipulating materials and apparatus, but accurate habits of thinking—critical discernment, careful comparison, and accurate judgment.

Advantage should be taken of every opportunity to connect the agricultural work in school with the home life of the pupils, not only by means of visits to farms as suggested above, but also by having the pupils carry on at home simple experiments with varieties of crops, and with milk, poultry, bees, farm animals—whatever seems to appeal to them most. Secure the active co-operation of the parents, so that all the facilities of the district may be made available for the education of their children .

Keep in mind all the time that the amount of information which the pupil gets from this study is of comparatively little importance . This elementary course in agriculture will have failed of its main purpose unless it shall have opened the mind of the child to the possibilities of profitable and pleasing study of the products and operations of the farm, shown him the practical value of a knowledge of underlying principles, created in him a belief that farm practice and profit may be improved by intelligent utilization of the results of scientific reesarch, stimulated a desire for investigation and invention on his own part, and inspired in him a love for country life and pursuits.

TEXT-BOOKS AND WORKS OF REFERENCE.

There are about a dozen elementary text-books which cover the subject of agriculture in a general way, and numerous text-books on special phases of agriculture, manuals, encyclopedias, bulletins, and leaflets which would be valuable to both teachers and pupils if placed in rural school libraries. In this article only a few of these publications can be mentioned.

GENERAL TEXT-BOOKS OF ELEMENTARY AGRICULTURE.

Bessey, C. E., et al. New Elementary Agriculture (Lincoln, Nebr.: The University Publishing Co., 1903, pp. Xx194, figs. 62).

Burkett, C. W., et al. Agriculture for Beginners [With special horticultural supplement, 1904] (London and Boston: Ginn & Co., 1903, pp. XIx267, figs. 215, and frontispiece).—Numerous suggestions for experiments are given.

Goff & Mayne. First Principles of Agriculture (New York, Cincinnati, Chicago: American Book Co., 1904, pp. 248, colored pls. 8, figs. 135).

Goodrich, C. L. The First Book of Farming [Plant Production] (New York:, Doubleday, Page & Co., 1905, pp. XXx259, figs. 86).

Jackson & Daugherty. Agriculture Through the Laboratory and School Garden (New York: Orange Judd Co., 1905, pp. 403, pl. 1, figs. 150).—Suggestions for experiments in laboratory exercises and field work are liberally interspersed throughout the book, and nearly every chapter is followed by references to literature related to the subject under consideration. There are also appended lists of general references to publications, lists of agricultural experiment stations in the United States, and of publishing houses whose books are mentioned in the reference lists, and a glossary.

BOOKS AND BULLETINS FOR REFERENCE.

General.

Carrington, W. T. Elements of Agriculture for Public Schools (Columbia, Mo.: State Board of Agriculture, Monthly Bulletin 4 (1904), No. 5, pp. 40).

Fisher, M. L. Practical Studies in Agriculture for Public Schools (Lafayette, Ind.: Purdue University, 1904, pp. 40).

Hays, W. M., et al. Rural School Agriculture Bulletin 1 (St. Anthony Park, Minn.: Department of Agriculture, University of Minnesota).

U. S. Department of Agriculture, Washington, D. C.:

Experiment Station Work (Subseries of Farmers' Bulletins).

Farmers' Bulletins. Select bulletins from complete list.

Monthly List of Department Publications (Division of Publications).—Will be sent regularly to all who apply for it.

Bimonthly List of Experiment Station Publications (Office of Experiment Stations).—Will be sent regularly to all who apply for it.

Yearbooks of the Department. Obtain through Members of Congress.

Wilcox & Smith. Farmers' Cyclopedia of Agriculture (New York: Orange Judd Co., 1904, pp. XXIVx619, figs. 477).

Plant Production.

Bailey, L. H. Cyclopedia of American Horticulture (New York: The Macmillan Co., 1900-1902, vols. 4).—This cyclopedia presents the status of American horticulture at the close of the nineteenth century, and is the first and only publication to treat exhaustively of American horticulture in its entirety.

Bailey, L. H. Lessons with Plants (New York: The Macmillan Co., 1899, pp. 491, figs. 446).

Goff, E. S. Principles of Plant Culture. Third revised edition (Madison, Wis.: University Cooperative Co., 1906, pp. 303, figs. 174).

Hall, W. L. Tree Planting on Rural School Grounds (U. S. Dept. Agr., Farmers' Bul. 134, pp. 38, figs. 17).

Howard, W. L. Plant Propagation—Some Phases of Practical Horticulture Adapted to Use in the Public Schools (Columbia, Mo.: Agricultural Experiment Station, Circular of Information No. 13, 1902, pp. 50, figs. 20).

Mumford, F. B. The Principles of Plant Production—The Seed (Columbia, Mo.: Agricultural Experiment Station, Circular of Information No. 15, 1903, pp. 38, figs. 11).

Osterhout, W. J. V. Experiments with Plants (New York: The Macmillan Co., 1905, pp. XIXx492, figs. 253).—This is a laboratory manual in plant production which suggests and explains simple ways in which the pupil can be set at the working out of real problems in the growth and behavior of plants. It treats of the awakening of the seeds; getting established; the work of roots, leaves, stems, flowers and fruits; how plants are influenced by their surroundings; plants which cause decay, fermentation, and disease, and making new kinds of plants.

Pinchot, Gifford. A Primer of Forestry (U. S. Dept. Agr., Farmers' Bul. 173, pp. 48, figs. 33).

Shamel, A. D. The Study of Farm Crops (Taylorville, Ill.: C. M. Parker, 1901-1903). Leaflet, price 1 cent.

Wickson, E. J. The California Vegetables in Garden and Field (San Francisco: Pacific Rural Press, 1897, pp. 336, il.).

Wickson, E. J. The California Fruits and How to Grow Them (San Francisco: Pacific Rural Press, 1900, pp. 477, il.).

Animal Production.

Atwater, Helen W. Poultry as Food (U. S. Dept. Agr., Farmers' Bul. 182, pp. 40).

Boss, Andrew. Meat on the Farm: Butchering, Curing, and Keeping (U. S. Dept. Agr., Farmers' Bul. 183, pp. 40, figs. 38).

Craig, John A. Judging Live Stock (Ames, Iowa: Published by the Author, 1901, pp. 193, il.).

Davenport, E. The Study of Farm Animals (Taylorville, Ill.: C. M. Parker). Leaflet, price 1 cent.

Hampton Animal Industry Leaflets (Hampton, Va.: Hampton Institute Press).

Mumford, H. W. The Study of Animal Husbandry (Taylorville, Ill.: C. M. Parker). Leaflet, price 1 cent.

Smith, H. R. Profitable Stock Feeding (Lincoln, Nebr.: Published by the Author, 1906, pp. 413, il.).

Watson, G. C. Fowls: Care and Feeding (U. S. Dept. Agr., Farmers' Bul. 41, pp. 24, figs. 4).

Dairying.

Decker, J. W. Elements of Dairying (Columbus, Ohio: Published by the Author, 1903, pp. 114, il.).

Gurler, H. B. American Dairying (Chicago: Breeder's Gazette Print, 1894, pp. 267, il.).

Snyder, Harry. Chemistry of Dairying (Easton, Pa.: Press of the Chemical Pub. Co., 1897, pp. 156).

Van Slyke, L. L. Modern Dairy Science and Practice (Harrisburg, Pa.: Department of Agriculture, Bulletin 104, 1902, pp. 127, il.).

Rural Engineering.

Eldridge, M. O. Good Roads for Farmers (U. S. Dept. Agr., Farmers' Bul. 95, pp. 47, figs. 49).

Eldridge, M. O. Earth Roads (U. S. Dept. Agr., Farmers' Bul. 136, pp. 24, figs. 20).

Elliott, C. G. Drainage of Farm Lands (U. S. Dept. Agr., Farmers' Bul. 187, pp. 40, figs. 19).

Hill, G. C. Practical Suggestions for Farm Buildings (U. S. Dept. Agr., Farmers' Bul. 126, pp. 48, figs. 28).

Johnston & Stannard. How to Build Small Irrigation Ditches (U. S. Dept. Agr., Farmers' Bul. 158, pp. 28, figs. 9).

King, F. H. Text-Book of the Physics of Agriculture (Madison, Wis.: Published by the Author, 1901, pp. 604, il.).

Preparing Land for Irrigation and Methods of Applying Water (U. S. Dept. Agr., Office of Experiment Stations Bul. 145, pp. 84, pls. 7, figs. 33).

Smith, T. Sewage Disposal on the Farm and the Protection of Drinking Water (U. S. Dept. Agr., Farmers' Bul. 43, pp. 20, figs. 8).

Wickson, E. J. Irrigation in Field and Garden (U. S. Dept. Agr., Farmers' Bul. 138, pp. 40, figs. 18).

Water Supplies for Farm Residences (Cornell Reading Course for Farmers, Series VI, 1906, No. 29, pp. 18, figs. 8).

Rural Economics.

Fairchild, G. T. Rural Wealth and Welfare (New York: The Macmillan Co.).

Hill, G. G. Marketing Farm Produce (U. S. Dept. Agr., Farmers' Bul. 62, pp. 28, figs. 7).

Mead, E. Irrigation Institutions (New York: The Macmillan Co., 1903, pp. XIx392, pls. 4).—This is a discussion of the economic and legal questions created by the growth of irrigated agriculture in the West.

Plumb, C. S. Marketing Live Stock (U. S. Dept. Agr., Farmers' Bul. 184, pp. 41).

Roberts, I. P. The Farmers' Business Handbook (New York: The Macmillan Co.).

Taylor, H. C. Agricultural Economics (New York: The Macmillan Co., 1905, pp. VIIIx327, figs. 7).—This book is a study in the economic problems involved in modern commercial agriculture.

The Ungraded Work in the Los Angeles Schools

Five years ago this work was established to supplement the shortcomings of the grades. It began with one room, now there are nineteen rooms, eleven of which are grammar, four mixed primary and grammar, and four are primary .

There were incorporated in the beginning the child of slow mental development, the child behind grade, and the bright child needing more work.

In time there was included another element, the boy, principally, who, through lack of interest, was refusing to learn in grade and as a foregone conclusion was troublesome.

The room helps all who pass through it. It makes the life of the slow thinker happier by removing the irritating effect of the competitive system. The child behind grade from circumstances over which he had no control, finds here the solution of his problem, and this child, together with the slow worker, are found to be the most grateful for the advantages of the ungraded room.

The bright child needing more work is delighted to find that he is running his education himself; that his opportunity for advancement is not limited by the average intelligence of class power. Both this child and the uninterested learn their power to do, and form habits that are good for the business of life. Its best work is done by tiding the restless, uninterested boy over the time between the ages of thirteen and sixteen, represented by the 6th and 7th grades; a time in which he becomes conscious of many desires and wishes much pocket-money to satisfy those desires; a time in which he has more faith in his judgment of his own and others' doing than he will have in the future.

This class is the most difficult to help as the directing of the will and forming of good habits is work of slow growth.

The ungraded rooms serve also to tide girls over periods of delicate health. The pressure of class work being removed, their minds act in a natural way, building good health. Were it not for the room, they must needs stay out of school or attend a private school.

The method of work in the ungraded room is without class and grade environments and in a degree without program limitations . The course of study is followed with modifications adapted to individual cases. Exceptions are made to special work in music and drawing, the sloyd, sewing and cookery are emphasized.

The back grade work is reviewed and strengthened and no limitations are put upon advancement unless the child shows a tendency to specialize. Effort is made to keep the thought development balanced.

The effect of the independent manner of working is to individualize the child. This individualizing has its problems as occasionally the child does not conform readily to the grade work when he returns to it and drifts back into his old habits or leaves school. The solution of this might be the establishment of a finishing course in the ungraded work, but wisdom must needs be exercised in the granting of this privilege as the

object of education is the making of good citizens, which means learning to work with others.

Many of those who finish the seventh year's work in the ungraded room, take part of the eighth in grade and then leave to learn a trade or some honest form of work, seeking special work in evening schools as they need it . If every building of over four rooms could have an ungraded, the problems of the schools would be lessened, as the uneven condition of working power causes the friction found in the class room .

M. Louise Hutchinson.

Don'ts for Teachers.

By Charles T. Wright, Superintendent of Schools in Harford County, Md

[Written for the Maryland Educational Journal]

Don't expect to grow professionally without pursuing a systematic course of reading on subjects touching your work. This does not mean that you are to adopt every method suggested by such reading . Discrimination and adaptation are the highest marks of skill.

Don't, when your County Superintendent visits you, resort to methods of discipline and management different from those followed every day. He wants to see what you habitually do, and will detect any radical departure by an evident display of "newness."

Don't show irritation and disgust when parents come to complain that you are not "learning" their children their "a b c's," as it was done when they went to school. Take a few minutes to explain in a polite and kindly way the new method and its advantages over the old. You will thus make friends instead of enemies for yourself and your work.

Don't permit a few favored children to monopolize all your leisure moments, or to reecive all your little manifestations of affection. This will sooner or later arouse jealousy and heartburnings in both pupils and parents.

Don't get into the awkward way of repeating the answers of pupils at recitation. This is pure habit, and a waste of both energy and time. Its origin is due to a lack of thorough preparation and hence the necesity of gaining time for the next question or step in the work.

Don't be led by the volume of sound in a concert recitation, into the belief that all the children are answering your ques-

tions or taking intelligent part in the exercise. Undeceive yourself by calling on individuals .

Don't ask questions in a manner that half-answers them. Questions should be one of the best means of making pupils think.

Don't fail to keep verbatim copy of every important note or letter sent to parents. You may be misquoted.

Don't, under any provocation, send sarcastic messages either oral or written. Such messages will usually furnish your critics with arguments against you.

Don't threaten. A threat is a menace; but a kindly warning or caution is often proper and timely. Be sure to discriminate between a warning and a threat .

Don't fail, at a recitation, to call the pupils of a strange school by name. This can easily be done even on the first day, by having a list on your desk until names and faces are thoroughly associated.

Don't, while having a class, pace nervously up and down the floor before it. The teacher who does this, loses both attention and power.

Don't imagine that every pupil who smiles or whispers to his deskmate or neighbor while you are talking is either criticising or ridiculing you. This suspicious tendency makes many teachers irritable and unhappy.

Don't permit pupils to acquire the noisy habit of calling out "good evening" loudly and one by one as they pass out at 4 o'clock . Bid them all good evening just before dismassal, and have them do the same quietly and simultaneously.

Don't permit yourself to indulge in the frequent use of sharp sarcasm as a means of repression. Occasionally this weapon may quell the pert, or stimulate the lazy boy or girl, but too often it leaves the spirit of hatred and sullen resentment in its victim.

That Japan will eventually become an English-speaking country was the declaration made by Baron Kanehiro Takaki, surgeon-general of the Japanese Army, in an address to the student body of the Jefferson Medical College, when he said: "We are teaching it in most of our schools, and it is found that my countryman adapts himself readily to the tongue. I predict that it will not be long before English is spoken generally throughout Japan."

San Francisco's School Situation.

Thirty-four schools were burned after the earthquake of April 18, 1906. As a consequence more than four hundred teachers and twenty thousand children have no class rooms.

The great destruction of property, the extraordinary demands upon the public purse in every direction, and the absorption of individuals and officials in their special interests, leave the school authorities confronted with the prospect of interminable delay in the erection of new buildings unless outside aid is secured.

The following telegram was received while the great fire was raging, and the offer therein was gratefully accepted:

"Galveston, Texas, April 20th, 1906.

"A. Roncovieri, Supt. Public Schools, San Francisco, Cal. —Galveston public schools were rebuilt and maintained after the great storm of 1900 by voluntary contributions from the school children of the United States. Will you accept contributions from Galveston school children to aid in restoring your public schools; answer.

"I. LOVENBERG, Supt. School.

"JNO. W. HOPKINS, Prest. School Board."

Many other generous subscriptions have been received, and in order that this movement may become known, the Mayor, the Board of Education and Superintendent of Schools have been constituted a committee to be called the School Reconstruction Committee, empowered to receive such subscriptions as may be tendered for the purpose of rebuilding our destroyed schools.

For the present, schools are being conducted in tents furnished by the U. S. military authorities in Golden Gate Park. Soldiers serve as truant officers; a drill-sergeant puts the boys through setting-up exercises. Stow Lake furnishes opportunity for swimming lessons, so that the boys and girls are enjoying the summer session; but the cold winds of the winter season and the driving rains will transform this enjoyment to misery. Temporary structures must be utilized, but the great need is expedition in the erection of our permanent schoolhouses.

The first cash contribution came from the boys and girls of Broken Arrow, Creek Nation, Indian Territory—a beautiful illustration of the kinship of the peoples of our beloved country.

Portland, Oregon, has sent us word that her citizens will build for us a school building to be named the Portland School.

San Francisco is a cosmopolitan city to a degree hardly appreciated beyond her gates, except by those thousands of tourists who have learned to love our beautiful city by the Golden Gate through a brief sojourn in our midst . The world, therefore, has an interest in us to an unusual extent, and we confidently await the assistance we so sorely need.

These are the facts:

Thirty-four buildings destroyed.
General impairment of finances.
$6,000,000 needed to rebuild schoolhouses.
More than 400 teachers without employment.
Over 20,000 children without school accommodation.

The School Reconstruction Committee stands ready to supply printed matter, plans for raising funds in schools, cities, counties, or states; will furnish literary articles for educational publications and assist in every way the general movement to rebuild San Francisco's schoolhouses.

The School Reconstruction Committee has its headquarters in the Emerson School Building, Pine and Scott streets, San Francisco, where all communications should be addressed. Each and every one into whose hands this appeal may come is asked to further this movement by all means in his power.

EUGENE E. SCHMITZ, Mayor.
AARON ALTMANN, Pres. Board of Education.
ALFRED RONCOVIERI, Supt. of Schools.

Finance Committee of School Reconstruction Committee.
Emerson School Building,
San Francisco, Cal.

SAN FRANCISCO, June 1, 1906.

To the Principals and Teachers of America:

Professor Gayley, Head of the English Department of the University of California, in talking with a San Francisco teacher, recently stated that there could be no better practice in composition than letter writing. The committee on the reconstruction of schools in San Francisco suggests to the teachers of the country who are interested in contributing to the rebuilding of the San Francisco schools, that they give such an exercise in letter-writing to their pupils by having them begin a chain-letter to their friends. The teacher may here insist, as in the schoolroom, on neatness, good penmanship, correct spelling, punctuation, sentence structure and letter form. The pupil

may employ such data in the letter as the facts herewith presented: Thirty-four schools burnt, others damaged; total amount needed to replace buildings, six million dollars; twenty thousand school children deprived of those school advantages which are the pride of our country. Funds so raised should be addressed to

ALFRED RONCOVIERI,
Superintendent of Schools,
San Francisco, California.

V. K
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Physical Development.

It has been stated that there is a decline in the physical condition of children from September to June even in the best built and equipped schools. Prof. S. T. Rowe ascribes these conditions to the folowing causes:

1. Failure to make proper use of school equipment.
2. Faulty postures in sitting (especially while writing) and in standing and walking (especially while carrying books).
3. Lack of provision for out-of-door play.
4. Lack of freedom from restraint indoors.
5. Methods productive of worry and confusion.
6. Over stimulation due to failure to provide rest periods or proper alternation of the harder and easier work.
7. Failure to adapt method to individuals lacking normal physical development.

He gives the following important suggestions for improving these conditions: Abundant time for free play in the open air winter and summer and in daylight; more short vacations rather than one long vacation; better knowledge of school equipment by teachers; more attention to postures (sitting, standing and writing); plays, games, out-of-door observation; free constructive work; adaptation of the child's instinctive forms of expression; necessity of making important forms of reaction habitual and not merely suggested; essential healthfulness of clear and definite method and straightforward discipline in avoiding confusion; the reduction to the minimum of sources of worry (such as examinations, tests, marks, rules and regulations, and arbitrariness or nervousness in teachers); provision in the programme for rest periods and alternation of work; preparation of teachers to detect symptoms of eye and ear defect, spinal curvature or indications of disease, to test where it is desirable, and to adapt method to such physical defects as cannot be removed; and, finally, positive gymnastic exercises.

Words Are Cheap, but Deeds Are Dear.

San Francisco's school department estimates that its loss in the recent terrible calamity was more than six million dollars. Thirty-four school buildings were either totally destroyed or badly damaged, and thousands of boys and girls of school age are totally without school facilities. In this crisis, Galveston, inspired by her own terrible experience of a few years ago, has come forward with a plan by which the schools of San Francisco may be quickly reconstructed and school children be properly housed and instructed. This plan worked successfully in the case of Galveston; there is even more need for its successful operation in the case of San Francisco. The proposal is for the teachers and pupils of the country to unite in the establishment of a common fund to be devoted exclusively to the rebuilding of the schools of San Francisco. The contribution even of a mite by each one of the school children of the United States, or of a dollar apiece by the half-million teachers, would go far towards putting the school department of the newer and greater San Francisco on its feet, towards giving those thousands of schoolless children the common educational facilities which have made our country deservedly famous. Let us all unite then to forward this splendid cause, and show not alone by our talk but by our acts that we have heartfelt sympathy for our brethren on the Pacific.—A. E. WINSHIP in the *Journal of Education.*

* * *

Habits Formed During the Recitation Hour.

The most successful business men are most careful about the details of their business. Great fortunes are built upon small items. So the little leaks in the time of the high school require constant attention. Time is lost in changing classes, in beginning the recitation, by slow responses, by intentional dragging on the part of clever pupils, by discussions provoked and continued by pupils who know how to cover their lack of preparation, by drawing the teacher away from the lesson, by failure to close promptly, and in many other ways. The teacher who realizes the importance of habit formation, will have the recitation so well in hand that every moment will serve a definite purpose. The time needed by part of the class in putting work on the board can be used very valuably by the rest, if the teacher will plan to do so. A well-conducted recitation can be made to exert a far-reaching influence, apart from the direct purposes of the recitation.—*Nebraska Teacher.*

Model Schoolhouse Plans and Specifications.

By J. W. McClymonds, Superintendent of Schools, Oakland, Cal.

The planning of school buildings is largely a problem of sanitation. It is also a problem of athletic training. School buildings should be so planned as to serve best the purpose for which they are constructed, to-wit: the development of men and women, and this includes all that can be done for the occupants of the building in the way of health and the development of character.

SCHOOL GROUNDS.

First and foremost in the selection of a plant for school purposes for city children is the selection of school grounds. These grounds, so far as possible, should not be within two hundred feet of any electric car line. One of the most difficult things that the city schools have to contend with is the noise of traffic on the streets.

In this country, school grounds should be selected with a view to the purpose for which they are to be devoted. A lot that would make a splendid building site for business or residence purposes might be very poorly adapted for a school site. The grounds, it goes without saying, should be spacious enough to afford ample play ground for the number of pupils attending school. A school lot to adequately accommodate five hundred pupils should not be less than 300x300 feet, and a school ground for one thousand pupils should not be less than double this area.

The character of the soil should be taken into consideration. The frontage is a matter that is of importance, so that the building may be placed on the west frontage of the ground, and the slope to be from the building. The location of the building on the west frontage of the lot is important, as it furnishes a sunny and warm play ground to the east of the building. It also affords opportunity for opening the greatest number of rooms possible to the east, thus securing the best sunlight, and at the same time securing the location of rooms in the quietest section of the building.

MODEL SCHOOLHOUSE PLANS.

The model plan for a country school house, and for a city school building, is composed of identically the same units—and that is the model school room. There are certain fixed limits

in reference to a school room that cannot be passed without damage to the children.

Authorities are agreed that the greatest distance that children should be required to read writing on the blackboards is 30 feet. It therefore follows that the greatest length of the school room should not exceed 32 feet. Light will follow in sufficient quantities a distance of 1 1-2 times the height of the light surface from the floor; that is, if a window be 12 feet from the floor, the greatest distance that the window will throw light in sufficient quantity to afford the most perfect conditions will be 18 feet. But if the light is admitted in sufficient quantity, it has been demonstrated that a very acceptable light can be obtained in a room 24 feet wide with a 13-foot ceiling. But to do this it is necessary to place the school desks as near the light as possible, leaving an aisle at least three feet wide on the dark side of the room. Taking these two things into consideration, a school room should not be in length more than 32 feet, nor in width more than 24 feet. The height of the ceiling is determined largely by the number of stories there are in the building. If the building is but one story high, the ceiling should be made as high as possible. In this case it is possible to make the room wider than 24 feet, but if building consists of two stories, the height of the ceiling should not exceed 13 feet.

INTERIOR FINISH AND EQUIPMENT.

The finish of the school room should be as plain as possible. No projections should be permitted in the room so as to afford opportunity for the lodgment for dust. The mouldings should be plain and so shaped that the dust can readily be removed from them. All book cases should be placed in the walls of the building so that the doors will come flush with the plastering of the room . The windows should be placed 3 feet 6 inches to 4 feet from the floor, and should be carried as near the ceiling as construction will permit. With proper construction the glass surface can be brought within 6 inches of the ceiling. All windows should be placed on one side of the room, to the left of the pupils, and these windows should be placed on the 32-foot side of the room. The windows should be placed as nearly to one end of the 32-foot side as possible. Mullions between the windows should be as narrow as strength of construction will permit. The glass surface should be broken as little as possible with sash rails. The glass surface of a school room should not

be less than one foot of glass for every 4 1-2 feet of floor surface. About 172 feet of glass will be required for each school room of the size indicated above. If the glass of the windows is 8 feet long it will take a width of window of 21 feet for each room.

The space on the 32-foot side of the room not occupied by windows will be in front of the children, thus permitting them to look into a pocket which is restful to the eyes.

INTERIOR ORIENTATION.

There should be two doors opening from each class room into the cloak room. This cloak room should be in no way connected with the hall, but should have an outside window. If possible, this cloak room should be as much as seven feet wide and 24 feet in length. The cloak room should be of sufficient size to afford a safe place for the hats and wraps of the number of children to be schooled in the class rooms. The location of these cloak rooms, if possible should be behind the teacher and the door leading into the school room should be at least four feed wide and should be placed as near as possible to the doors leading from the school room into the cloak room.

The planning of a school building is the arranging of the unit, the school room, in such a way as to secure the best lighting for the greatest number of rooms. The placing of these rooms so as to remove them the farthest from the noise of the streets, etc.

FOUNDATION AND DRAINAGE.

The foundations of school building should be so constructed as to prevent moisture from collecting in the soil under the building. The best drainage can be secured by constructing in the school grounds a drainage sump connected directly with the sewer. There should be placed at the foot of the foundation wall drainage pipe properly covered with rocks, this drainage pipe to connect with the drainage sump. Such construction will insure perfect dryness under the school building proper.

Every school building should have within it a basement of sufficient height to be serviceable as a shelter for children in rainy weather, and for the installation of necessary heating apparatus and sanitary conveniences. The floor of this basement should be covered with concrete. The concrete, if possible, should be overlaid with bitumen. No drainage pipes, whether of iron, or otherwise, should be covered up under a school building. A much safer way is to attach the drainage

pipes to the ceiling of the basement, carry them through the wall. and connect them with the sewer outside of the building. One of the greatest dangers to the health of the children in a city school system is the sewer system. The leaders from the roof should not be connected by hoppers to the sewer. No matter how much care is taken, these hoppers are frequently out of order and the sewer gas is permitted to escape into the school yard. A safer construction is to surround the building with sewer pipe to be used for roof drainage only, and this drainage pipe to connect directly with the drainage sump in the school grounds. The leaders from the roof to be connected directly with this drainage pipe . In this way absolute safety is secured.

LIGHT AND LIGHTING.

Although sunlight in the school room is very desirable during the absence of the pupils, it cannot be admitted directly during the presence of the pupils—and yet light must be admitted . It is therefore important that the shades of the school room should be of a light, translucent material. We have found by experience that a light green shade is preferable. These shades when drawn will admit a limited amount of light.

The most desirable light exposure in this climate, for a school room, is the east end. If care is taken to roll up the shades in the evening, the school room will be warmed by the morning sun before the children are called together, and then, too, the sunlight will give no trouble in the rooms after ten o'clock. A western exposure is deemed more desirable than a southern, and a southern exposure is preferable to a northern exposure. All school rooms ought to be arranged so that direct sun rays can be admitted to them some time during the day. You can readily see that the sun's rays in the room exposed to the south will be so bright that they must be shut out of the room when the children are present. There is also economy in fule in having the rooms with the light exposure to the east. The best arrangement on school rooms, if money will permit, would be a single row of rooms opening on to a corridor, and this corridor opening to the west. This would insure splendid lighting and splendid ventilation. We are compelled usually to place rooms on both sides of the corridor, but the building should be so arranged that all space to the east of the corridor may be occupied for school purposes, all offices, libraries, etc., being on the west frontage.

STAIRWAYS AND CORRIDORS.

All school buildings of more than one story should contain at least two stairways, or there should be one stairway at least for each 150 pupils. These stairways should never be constructed in a single run, but should have a landing in the center and turn, and this landing should be at least 1½ times the width of the stair. The stair for primary children should have a rise of not more than 5 inches and for grammar children not more than 6 inches. Stairways, even in cheaply constructed buildings, should be so constructed that it will be impossible for them to take fire at the foot of the stairway.

Corridors of the school building should be wide and well lighted. Like the class room, they should be constructed with a view to prevent the lodgment of dust.

HEATING AND VENTILATION.

The problem of heating and ventilating a school building is a difficult one. The problem of heating the school building would be an easy one, but any scheme of heating that does not provide for ventilation should not be considered . To properly ventilate the school building it is necessary to furnish each child in the room at least 30 cubic feet of air per minute. To move 30 cubic feet of air per minute it is necessary to apply power. It is immaterial how the air is heated. It may be done by forcing the air over air warmers, over steam coils, or over hot air pipes. I believe the most economical way of heating air in this climate is by means of large air warmers. These may be so arranged that one or more may be used, according to the temperature of the outside air. It has been found best to bring the air into the room at one place and take the air from the room if possible in at least two places.

In planning the new school building in Oakland, we have adopted the plan of using the cloak rooms as a part of the ventilating system. The air is taken at the end of the room where the cloak room is located. It is distributed through the room and taken out at the bottom of the doors of cloak room and forced through the cloak room into the attic space above, and from the attic space to the outside. This provides good ventilation for the cloak room . It also prevents the contaminating of the air.—*School Board Journal.*

Book and Magazine Notes

The *Out West* for June had the most complete account of the San Francisco catastrophe yet published. The publishers deserve great credit for the very valuable publication.

* * *

D. Appleton & Co .have published "The Government of the United States," by Bernard Moses, Ph.D., L.L. D., of the University of California. The main purpose of this book is to show that the Government of the United States, by giving a sketch of its organization, and the general methods of its working. The book deals in an able manner with Federal, State and local governments. The insular governments are treated with initiative knowledge.

* * *

Hinds, Noble & Eldridge, of New York, have issued Graded Spelling Books for City Schools. The price of the books are 5 cts. each. The books are well graded. The GeographyPrimer by Cornman and Gerson is also published by Hinds, Noble and Eldredge of New York. It is a beautiful illustrated Primer with useful knowledge in the text.

* * *

Funk & Wagnalls have issued a book entitled, "Successful Teaching," by James Greenwood, of Kansas City. The price is $1.00.

* * *

The fifteen studies embraced in this volume are the result of selections made from a large number of essays submitted in an educational contest which we conducted last year, and for which prizes were offered to those who submitted the best essay upon each subject. The subjects covered are: The Value of Psychology in Teaching; the Teaching of Phonetics; Nature Studies; The Various Methods of Teaching Nature; How Best to Gain and Keep Control of the Pupils; The Art of Story Telling, and Its Uses in the Schoolroom; The Place of Biography in General Education; How to Teach Children to Think; The

Advantages of Memory Work; The Value of Word-Study and How to Direct It; How to Develop the Conversational Powers of the Pupils; The Educational Influence and Value of Manual Training; How Best to Acquaint Pupils with What is Going On in the World; How Best to Teach Concentration; How Best to Develop Character in Children; Personality as a Factor in Teaching.

* * *

D., Appleton & Company have issued The Elements of Latin by Prof. C. H .More of Harvard, and J. J. Schlicher of the Indiana State Normal School.

* * *

Essentials of United States History by William A. Mowry, Ph. D., and Blanche S. Mowry. With many maps and illustrations. Pages X—434. Introductory list price 90 cents.

"Essentials" is the keyword by which the authors would distinguish the newest elementary text-book in United States history. Their aim is to make the study *interesting* to the pupils, and through interest to stimulate the children to acquiring a lasting, practical knowledge of American affairs, historical and political, present as well as past . The selection of the essential things and the elimination of dry technical matter that is beyond the easy understanding of young pupils go far in making the "Essentials of United States History" an interesting text for beginners.

* * *

The Chamber of Commerce of Santa Barbara has issued a school number entitled, "Santa Barbara." It contains a number of illustrations of the schools, a portrait of H. A. Adrian, also a poem by Supt .Adrian entitled, "Santa Barbara, the Beautiful."

* * *

J. B. Lippincott Company has just issued "A Text Book in Physics" for use in secondary schools by J. A. Culler of the Miami University, Oxford. The book is well illustrated, the problems clear and definite, the arrangement excellent. The entire plan is well worked out. It will prove a great help to students and teachers of physical sciences.

* * *

Hinds, Noble & Eldredge have issued Elementary Pedagogy by Levi Seeley, Ph. D. It is an excellent book. Price, $1.25.

Western School News.

Meetings.

The California Teachers' Association will meet at Fresno, Dec. 26, 27, 28, 29. Dr. C. C. Van Liew, Chico, President; Mrs. M. M. Fitz Gerald, 405 Fillmore Street, Secretary.

Southern California Teachers' Association will meet Dec. 19, 20, 21, at Los Angeles. Mark Keppel, President.

Summer Normal School of Manual Training, Santa Barbara, July 2 to August 10. Edna C. Rich, Principal.

The Summer Session of the University of California will meet at Berkeley, June 25 to August 4. Dr. E. C. Moore, Dean.

National Summer School of Music, Berkeley, Cal. Address S. C. Smith, 1247 Broadway, Oakland, Cal.

Superintendent J. W. Linscott of Santa Cruz County has been elected Principal of the Santa Cruz High School, vice D. C. Clark.

Miss Etta Sandry of Hanford has been nominated for Superintendent of Schools of King County.

Hon. J. H. Ackerman was re-elected to the third term as Superintendent of Public Instruction of Oregon. He had no opposition.

The following is a good strong talk to school trustees by Superintendent Sackett of Ventura, Cal.:

"Permit me to suggest that teachers should be selected as early as possible if the best are to be secured. I have no 'friends to reward nor enemies to punish' in the matter of selection of teachers, but I shall be pleased to consult with trustees and render them assistance if possible in this or any other matters pertaining to the work of the schools. Teachers that have done satisfactory work should be retained if possible; if a change is to be made, in justice to the teacher they should be notified at once, and vice versa, teachers that are going to leave should notify trustees at once."

The Washington State College, situated at Pullman, Wash., has offered a $20 library to the school in Whitman County making the best improvements in its grounds during the present year. Prof. Thornber, the horticulturist of the college, will provide free of cost plans for beautifying any school in that county which requests them.

Possibly the most significant action taken by the Inland Empire Association, held at Spokane recently, was a resolution endorsing the merit system of paying teachers. The resolution was prepared by State Superintendent of Montana, Principal Shaffer of the Cheney Normal, and Superintendent Traver of Pendleton, Idaho. It received a unanimous vote upon its passage. The resolution was as follows:

"Believing that attendance at educational meetings, the reading and study of professional literature, and the encouragement of educational activities result in an increase of efficiency and enhancement of value of the teacher to the school and the community, therefore be it resolved, that we do hereby recommend to those who have in

charge the recommendation and employment of teachers that by an increase in salary beyond the ordinary salary, they do recognize such increased efficiency and enhanced value."

"California, Queen of Old Columbia," continues to be the most popular of California songs yet written. It was sung at the Portland Fair and received the highest praise. It has been endorsed by State Supt. Thomas J. Kirk, and other notable educators. The words and music are by Jennie L. Thorp Send ten cents for sample copy. Address Jennie L. Thorp, Dos Palos, Cal., or The Whitaker & Ray Co., Oakland, Cal.

* * *

Tehama School Notes.

All schools are closed for the summer vacation.

C. A. Davis has been chosen as Principal of the Red Bluff schools. He will spend the summer in the East.

A large number of students passed the county examination for promotion from the grammar grades. The percentage is not as great as it should be owing to the practice of promoting too rapidly in the lower grades.

A class of over twenty graduated from the Red Bluff High School this year. This is the largest class ever passed through the school. A majority of them will attend higher institutions. Several graduated from the commercial department.

Glenn L. Allen and his entire faculty have been re-elected for the next year to have charge of the Red Bluff High. It is understood that O. E. Graves may not return to the Corning High as the trustees have considered the advisability of reducing the salary. Principal Graves is too valuable a man to be lost from the profession. But the public does not deal with the school problem as they do with private business.

Miss Delis Fish, English teacher of the Red Bluff High, is the Republican candidate for County Superintendent. She is an able young lady, a graduate of the State Normal and of the State University, and a member of the County Board of Education. If elected she will make a good official.

The contest for nomination on the Democratic side was between Miss Artie Christian of Corning and Miss Mamie Lang of Antelope. Miss Lang won after a spirited contest. Miss Christian has been at the head of the Corning public schools for the past few years and had many good friends among the teachers. Miss Lang has been Principal at Antelope for the past year, is a member of the County Board of Education and a Normal graduate. She is an active campaigner and will make a strong run.

At the June meeting the Supervisors appointed Miss Jobe, vice self, and Frank Wilson of Manton, vice J. T. Matlock, as members of the Board of Education for the coming terms. There has been a tendency for years not to appoint leading educators to these places such as principals of high schools and grammar schools. This is to the detriment of the welfare of the schools of the county.

R. L. Douglas, former Vice-Principal of Red Bluff schools, is a candidate for County Clerk with good chances for winning.

Owing to technicalities, etc., the new Red Bluff High School for which bonds were voted in May, 1905, has not yet been built. There is a disposition on the part of the trustees to erect a wooden structure, but this is opposed by the best and most influential citizens. The board claims that a brick or stone building cannot now be constructed for the sum voted.

Dr. Elmer E. Brown, of the University of California, has been appointed Commissioner of Education by President Roosevelt. His appointment has been confirmed by the Senate.

Professor F. H. Wagner has been elected principal of the Ventura High School.

Professor David S. Snedden has been appointed to a professorship in Columbia University. Salary, $3,000.

The State Board of Education, at a meeting in Berkeley, Cal., June 28th, appointed Elwood P. Cubberly as a member of the Advisory Board of Editors of this Journal, vice Prof. D. S. Snedden, resigned.

Hon. John Sweet delivered a interesting address to the graduation class of the Chico State Normal School.

* * *

School News.

Berkeley, June 21, 1906.

Professor Raymond Dodge, who is to give two of the principal courses in the Department of Philosophy in the Summer School, is an eminent scholar and Professor of Psychology in Wesleyan University. He is a graduate of Williams College and received his degree of Doctor of Philosophy from the University of Halle. In the German University he worked for some years with Professor Benno Erdmann, assisting him with the Psychological Institute and also collaborating with him in the publication of several treatises. Professor Dodge has made a careful study of the psychology of language and has come to be recognized as an authority upon the subject. He has also made contributions of great importance to the physiology and the psychology of vision. He has published a large number of monographs, and has written widely for the various scientific and philosophical journals.

Associated with Dr. Dodge in the Department of Psychology will be Dr. H. A. Overstreet of the University of California faculty. Dr. Overstreet is a member of the Phi Beta Kappa and Assistant Professor of Philosophy in the University of California. He is also author of some very interesting and instructive papers on philosophical subjects.

The Department of Education of the Summer School includes some of the best known educators in the country. Professor John Adams, Principal of the University of London Training College, is to give courses on "The Psychological Bases of Teaching" and "Educational Theory." Professor Adams has made the trip to America expressly to deliver this course of lectures at the Summer School. He is a graduate of the University of Glasgow, where he received first-class honors of Mental and Moral Sciences. He was afterwards lecturer in education at the University of Glasgow and President of the Educational Institute of Scotland . He visited Canada on the Educational Commission of 1902. He was Principal of the London Daily Training College and Professor of Education of the University of London.

Another well-known man in educational circles of the Pacific Coast, who is to give the courses on "Public Education" and "Comparative State School Administration," is Professor Cubberley of the Leland Stanford University . Dr. Cubberley is a graduate of Indiana and Columbia Universities, was President of Vincennes University, Superintendent of Schools of San Diego, and is now Assistant Professor of Education at Stanford.

A series of very interesting lectures, entitled "Educational Theory and Practice," will be given by the following well-known School Superintendents of the Pacific Coast: J. H. Ackerman, Superintendent of Public Instruction of Oregon; Albert Henry Yoder, Director of the Department of Education of the University of Washington; Frank Forest Bunker, Assistant Superintendent of Schools, Seattle, Washington, and Thomas Lorenzo Heaton, Lecturer in Education.

The printer's ink was hardly dry on Miss Lew A. Ball's Manual for Primary Teachers, to aid them in handling the State Primer and First Reader, before the California County Boards of Education began to adopt it in their new courses of study as a desk book. Sacramento County led off in this.

A Profitable Industry.

The cultivation of rubber trees has passed the experimental stage, and is proving the most profitable industry in the world. A tree that costs less than 75 cents to grow will bring more than $1.00 worth of rubber to the tree annually . In other words, the investment of $400 will bring at least $500 per year for a lifetime.

The Playa Vicente Rubber Plantation and Development Company will plant, and take care of 600 trees for you, at $5.00 per month for eighty months, and will give you a deed to the land, and tap the trees, market the rubber, and charge you 10 per cent only. This company owns 7000 acres, raises corn, hogs, cattle, etc., and pays 5 per cent per annum from the start, and wehn the rubber comes into bearing you have a sure income for life.

Address for particulars, HARR WAGNER, 376-7th Ave., San Francisco.

The Western Journal of Education

August, 1906

CONTENTS

PAGE

EDITORIAL 5

The State Superintendency—The N. E. A. Meeting—The Summer Session of the University of California—The Fresno Meeting. The State Text Books.

A COMPARATIVE STUDY OF THE COURSES OF STUDY OF FORTY-SIX COUNTIES IN CALIFORNIA. *Everett Shepardson* 9

HOW TO STUDY. *Dr. F. M. McMurray* 17

THE FUNCTION OF THE TEACHER. *Miss Mary D. Welch* 26

The Home and School—Instructors Not Teachers—The Savior's Method.

OFFICIAL DEPARTMENT. *Thomas J. Kirk, Superintendent of Public Instruction* 28

Meeting of the State Board of Education—Reports of Committees—Life Diplomas and Documents—Apportionment of State School Fund—Report of Controller—Bulletin No. 98—Bulletin No. 99—State High School Fund—Comparison of School Census of 1906 with that of 1905—Review of State School Census.

WESTERN SCHOOL NEWS 54

Notes—Education in Plumas County—Why Pupils Do Not Complete the High School Course—History in the Elementary School.

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The Western Journal of Education

AUGUST, 1906

EDITORIAL

The State Superintendency

The State Superintendent of Public Instruction is an important official. He is at the head of the public school system. He is not only ex-officio a member of the governing boards of the state university and each of the state normal schools, but he is in a sense the pace maker for the elementary and high schools of the state as well. California is to elect a State Superintendent this fall. It is hardly necessary to remember that he should be chosen for fitness only. He should be the best man that the place can command. The Athenian people once made Sophocles a general of their armies because he wrote good plays. It was a bad method. The American people cannot afford to name any man director-general of their educational work who is not above all things an educator. For the sake of the children let us implore the citizens to fill this one office without any reference to political considerations whatever. Already there are plenty of candidates for it. Let that one be selected who will serve to strengthen the schools most. California is in the limelight before the world this year. How her people will act is the one question which others ask concerning her.

* * *

The N. E. A. Meeting

This is not the time for any spirit of pettiness to obtrude itself. We must all work together now more resolutely than ever before. We have, however, been a bit disappointed to hear complaint made that the school men of the vicinity of San Francisco prevented the N. E. A. from transferring its meeting to another part of the state. They did nothing of the sort, indeed some of them suggested to its executive committee that it would be well to hold the meeting which had been

so elaborately planned, in the nearest available city. The committee was not dissuaded by any local influence whatever. In common with all who are interested in the meetings of the N. E. A., we regret that no meeting was held this year. But it seems to us that the decision not to hold one was inevitable. Consideration for the awful losses sustained by those who were to have been their hosts alone dictated it. They could not go elsewhere and take up their regular work in an enthusiastic spirit while San Francisco was in ashes and her people in want. Instead the spirit of helpfulness directed them to lend aid to the suffering. Other parts of the west were of course anxious to show the world that they had not had an earthquake, but some of their people were a bit unkind in expressing an indecent eagerness to do so.

It is said that it is the desire of the members to hold the next meeting, which will be the fiftieth gathering of the National Educational Association, in Philadelphia, where the first one was held. This is as it should be. Meanwhile San Francisco will have regained what she has lost sufficiently to warrant her in insisting upon having the meeting of 1908. Every member of the N. E. A. and every school teacher who hoped to become a member this year will work loyally to this end. The people of the United States will help us bring it about for the sake of California.

* * *

The Summer Session of the University of California

When the disaster came it seemed to some of us that it would be an impertinence to attempt to go about the regular work of the summer school in Berkeley while so much emergency work remained to be done in San Francisco. Another difficulty which was faced was that of finding rooms for students in a town which was so full of refugees as Berkeley was. On the other hand it was felt that something must be done to show the rest of the world that California was still in the ring and still doing business as before even as near to San Francisco as Berkeley and sober second thought led to the conviction that the bulk of the emergency work would already have been done and the majority of the refugees scattered to other places by June 25th, the time the term was to open. It

was resolved therefore to hold the Summer Session just as originally planned without cuting off a single instructor from the staff or in any way modifying the courses of instruction which had already been announced. The wisdom of this resolution has been amply demonstrated. The Summer Session has gone on as though no disaster had occurred. Seven hundred and twenty-nine students have enrolled for its work. They have a double measure of enthusiasm and zeal as a result of the unusual situation in which they find themselves. The professors from abroad will go home to tell of the remarkable people of California who were undismayed even by an earthquake and a great fire but insisted that the work of higher education should go on without postponement or delay. These things count. The Summer School of the University has made good and has shown the world that California will make good. It is of a thoroughly international character this year. Prof. Hugo De Vries, the most distinguished evolutionist alive, is here from Amsterdam, Prof. Ernest Rutherford, the distinguished authority on radium, is here from Canada, Prof. John Adams, the dean of British school men is here from London and one of President Diaz' men, Senor Ezequiel Chavez, Under Secretary of Public Instruction for the Republic of Mexico, is here and is helping to bring the educational workers of two nations together. It is a great gathering—this Summer School of the University of California—the greatest gathering of great teachers, and great students in the entire United States. Mature men and women attend its classes, and in the high character of its work, the wide range of its influence and its mighty power for good it is by far the best school that assembles at any time in the west.

* * *

The Fresno Meeting

The time is rapidly approaching when those directly interested in the Fresno meeting of the California Teachers' Association will have to mature plans and arrangements. This is not a year in which there should be less, but rather more activity of the cooperative kind in professional circles. The best evidence that can possibly be given by a state in the year when it is sorely stricken, of the right to recover and still to be in the full sense, is activity within itself, the continuance

of all the usual affairs of life. This is the best reason that can be given for the California Teachers' Association's manifesting strength—and all the strength possible—at Fresno. In a great many ways can we contribute to this end. Those who have in charge the preparations of programs, can begin early and remain persistent till they are ready. Teachers want to know as early as possible what to expect. Those who have special general requests with respect to program and arrangements—and many such were expressed either at the time of the Berkeley meeting or soon after—should make them known at once to the Association's president, Dr. C. C. Van Liew, Chico. It is to be hoped that the citizens of Fresno who have this meeting especially at heart, will organize early and set about the preliminary local work with a will. From certain points of view it would seem, furthermore, that this is a year favorable for the reorganization of the Association. This fact is respectfully called to the attention of the committee on new constitution which was not able to report finally last year. It is a fact that the present organization is not one which can effectively lend a hand in time of need, for the reason that it has no paid official who can devote time and attention to issues that arise suddenly, and no efficient mechanism through which to operate. It is a known fact that the San Francisco disaster has brought the necessity of radical readjustment to many professional men and women,—to teachers no less than to others. It is conceivable that a stronger, better organized association could be substantially instrumental in that work.

* * *

The State Text Books

A good deal of experience with our new state text books has been had that teachers at large are not getting the benefit of. The assumption seems to be—and it's a very old and purely gratuitous assumption—that, given good text-books, there will be good vork in the school-room. As a matter of fact it is good teachers who are always seeking for the best books. It is good teachers who have agitated this state into the adoption of better texts. It is these same good teachers whose experiences with the new texts are worthy of record,

comparison and a summary of suggestions on the use of the books. The conditions in various parts of California under which the new texts are being used vary greatly. In certain sections conditions are favorable, in certain other sections unfavorable to a text. In most cases, the results will be found to be due to greater or less pedagogical wisdom with which a text is used. The success of any text is clearly a matter of good teaching. The teachers of the state must use these texts for a series of years. Why, then, should not something be said, or written, as a result of investigation and of special experiments in the use of the texts, that will benefit the school work of the state? Now here is a special work for the California Teachers' Association at Fresno. Will this Association permit us to suggest that its president early appoint a series of "committees on the use of the California state text books," who shall compile reports embodying suggestions on the best use of the new texts. Such committees could deal with questions like these: How will the use of the text in rural schools differ from its use in large city schools? In either case what parts of the text may well be left out of school treatment, slighted or supplemented? What supplemental material is needed? What are the peculiar difficulties of the text? How are they to be met? Etc. These reports compiled by able and experienced teachers, would ultimately find their way into the Western Journal of Education, as the official organ of the state, and reach all parts of the state. There is a dearth of the pedagogy of text book use; and here is an opportunity for some of it to be put on trial.

* * *

A Comparative Study of the Courses of Study of Forty=Six Counties in California From About 1896=7 to 1904=5.

The counties represented are Alameda, Amador, Butte, Calaveras, Contra Costa, Del Norte, Fresno, Glenn, Humboldt, Inyo, Kern, Kings, Lake, Los Angeles, Madera, Marin, Mariposa, Mendocino, Merced, Modoc, Monterey, Napa, Nevada, Orange, Placer, Riverside, Sacramento, San Benito, San Bernardino, San Diego, San Francisco, San Luis Obispo, San Mateo, Santa Barbara, Santa Cruz, Shasta, Siskiyou, Solano,

Sonoma, Stanislaus, Sutter, Tehama, Tulare, Ventura, Yolo, Yuba. In 1904 these counties contained about 92 per cent of the school census population of the state. I was enabled to compare the courses for 1904-5 in the ten counties of Alpine, Colusa, El Dorado, Lassen, Mono, Plumas, San Joaquin, Santa Clara, Trinity and Tuolumne, representing about 8 per cent of the school census, with the courses in these 46 counties. Comparisons of the courses of study in these 10 counties with the courses in the 46 show no striking differences. [Only one county—Sierra—with about one-fifth of one per cent of the school census is not represented in any way in this study.]

I have endeavored to ascertain as far as possible the most striking tendencies in the courses of study of these 46 counties in the nine-year period represented. These tendencies become an index of the progress of some of the educational ideals in California for this period. I say *ideals* for it must be recognized that the courses of study as exhibited in the manuals and circulars (my only sources) do not represent what is or was actually done in the schools. They do show however what the county Boards of Education thought should be done and so in a measure represent the ideals of the county boards of these 46 counties. I shall include in this statement only the most prominent movements.

One of the most striking tendencies shown is that to limit the courses of study to eight years. At the beginning of this nine-year period the eight-grade counties were: Del Norte, † Inyo, Marin, *Mendocino, *Merced, San Francisco, San Luis Obispo, Sonoma, Stanislaus, *Sutter, *Ventura (11 counties). The nine- (and ten- or twelve-) grade counties were: Alameda, ‖ Amador, Butte, Calaveras, ‡ Contra Costa, Fresno, Glenn, § Humboldt, Kern, Kings, Lake, Los Angeles, Madera, Mariposa, Modoc, Monterey, Napa, Nevada, Orange, Placer, Riverside, § Sacramento, San Benito, San Bernardino, San Diego, § San Mateo, Santa Barbara, Santa Cruz, Shasta, Siskiyou, Solano, Tehama, Tulare, Yolo, ‡ Yuba (35 counties). In 1905 the eight-grade counties were: Alameda, *Contra Costa, *Humboldt, Inyo, Kern, Kings, Los Angeles, Madera, Marin, *Mendocino, Merced, *Riverside, San Bernardino, San Diego, San Francisco, *San Luis Obispo, *San Mateo,

† Supplementary or Optional 9th and 10th Grades.
* Supplementary or Optional 9th Grade.
‖ Twelve Grades.
‡ Supplementary or Optional 10th Grade
§ Ten Grades.

*Siskiyou, *Solano, Sonoma, Stanislaus, Ventura (22 counties). In 1905 the nine- (and ten-) grade counties were: Amador, Butte, Calaveras, Del Norte, Fresno, Glenn, Lake, Mariposa, Modoc, Monterey, Napa, Nevada, Orange, Placer, §Sacramento, San Benito, Santa Barbara, Santa Cruz, Shasta, Sutter, Tehama, Tulare, Yolo, §Yuba (24 counties). (Alpine has 9 grades, Colusa 9, El Dorado 9, Lassen 9, Mono 8, Plumas 9, San Joaquin 9, Santa Clara 8, Trinity 9 with a supplementary 10th, Tuolumne 9). The ratio of eight-grade to nine- (and ten- and twelve-) grade counties is thus seen to have changed from 11:35 at about 1896-7 to 22:24 in 1905.

The courses offered in the ninth year are of two types. One type is merely a review of the previous grammar grade subjects, the other is merely the first year of the high school course. These pure types are found in a few counties. The most of the counties that have a ninth year include in the course for that year the completion of some one or of more than one subject of the other grammar grades, a review of one or of more than one subject and one or more than one subject of the first year of the high school course. The change to the eight-grade courses is in the main brought about (1) by eliminating high school subjects. This has been made possible by the very great extension of the high school facilities throughout the state; (2) by eliminating in the grammar grades less essential portions of subjects. This is prominently true in arithmetic. It is also true in grammar, geography and history; (3) by a more thorough drill on esesntials, thus obviating the necessity for the review in a ninth year; (4) by eliminating certain subjects as special subjects of instruction, giving the substance of these in a correlated way with the most nearly related subjects. Such quite generally eliminated subjects are word analysis, mental arithmetic, algebra, geometry, civics, physics, botany, entomology, physical geography.

Probably the most striking change in the material of the courses is shown in the increased emphasis put upon literature. As it should be, the children now come in contact with good literature early in the course in most counties, and after the introduction of the subject it is almost invariably given in each succeeding grade in the course. At about 1896 in only 8 of the 46 counties did the work begin in the 1st year; in 15 counties (the greatest number in any one year) it began in the 8th year. In 1904-5, 36 counties began it in the 1st year, the next greatest

§ Ten Grades.

number being 3 in the 2nd year. The use of literature has increased as selections to be memorized, as material for drill in reading, as supplementary and sight reading, for appreciation and critical study in the upper grades. One of the most marked changes has been in the very great increase of literary material as reading matter, not merely as assigned for reading drill and suggested for home reading (in both of which lines the increase has been very great) but chiefly in that required and suggested for supplementary reading. That four counties (Alameda, Amador, Calaveras and Yuba) should have attempted to have the children study the impossible subject of "History of Literature" or "History of the English Language" at about 1896 and that none of the 46 counties are now attempting it, indicates use of good pedagogic sense and a hopeful change for better conditions. Much literature both in the form of quotations and of entire selections is now being memorized. Only 26 of the 46 counties emphasized this memorizing at about 1896, but 37 made it emphatic in 1904-5. When account is taken of the fact that this memorizing begins about one or two years earlier (in 1904-5 in the 1st year in 27 of the 46 counties) and extends about one year later (usually through the last year of the course) the emphasis is seen to be quite strong. The children, even those who leave school early, are thus made possessors of at least a little of the best that has been written.

This becomes of even greater significance when it is seen that literature is practically the only form of the aesthetic that is brought to the children. There is no evidence in the manuals that music is so taught, and only 2 counties (San Mateo and Sonoma) have decidedly emphasized picture study. Shall the children of our schools continue to be deprived of the influence of products of art? It is a hopeful sign however that the manuals of Fresno, Monterey, Napa, Riverside, Santa Cruz, Siskiyou and Sonoma urge the beautifying of yards and rooms; only one county urged it in 1896.

The manuals, almost without exception, show a marked increase in both the suggested and required supplementary reading both in connection with the reading work and with the other subjects in the course. Many of the manuals have choice lists of supplementary books, books for home reading, lists of library books, and reference books, well classified and graded.

In another field there has been a noteworthy change. In both the earlier and the later period observation lessons and

nature study begin usually in the 1st grade. This study now usually extends two or three years longer than it did about ten years ago. What is of more significance is the attitude towards the work. The study as elementary science was at the earlier period emphasized by 24 counties, while only 9 at the later date so emphasized it. On the other hand only 5 at the earlier date emphasized the love and appreciation of nature, while 16 emphasized this in 1904-5. This seems to me a very praiseworthy change. That the County Boards should have assisted the children to come into their literary inheritance is to their credit; that a few of them should have become more helpful in leading the children to appreciate nature is to the credit of these few and the movement is surely in the right direction. The work of such leaders as Prof. Hodge of Clark University and Prof. Bailey of Cornell University has not been entirely in vain in our own state. Hodge's "Nature Study and Life" and the leaflets from Cornell University should be very inspiring in this field. We should desire not only that the children should be put in touch with productions of artists in literature, music, painting, etc., but they should be led to appreciate and enjoy the beauties in their natural environment, in nature, the great source of the material for much of the artists' work. If they are destitute of the appreciation of nature, they lack the essentials of a just appreciation of art. The emphasis that is given by such manuals as those of Humboldt, Los Angeles, Merced, Placer, Riverside, San Bernardino and San Benito can not be otherwise than helpfeul along this line. In this same connection there is to be noted a marked tendency to study the physical and chemical forces and plant, animal and mineral forms as constituents of one great organic whole and not as separate subjects. The practical phase of one portion of this field has been emphasized. No county in 1896 mentioned agriculture in its manual. It appeared as a prescribed study in some form in 12 manuals in 1904-5: Alameda (grades 6-8); Los Angeles (first third of 8th grade as a reader); Orange (in 9th grade); Riverside (with nature study); Sacramento (grades 7-9); San Diego (with geography, grades 6-8); Santa Barbara (with nature study); Santa Clara (a choice to be made between two courses in nature study, one of which is in agriculture and very fully outlined for experimental work); Siskiyou (with nature study, grades 7-8); Sonoma (grades 7-8); Sutter (with geography, grades 5-6) and Yolo (grades 5-8 with geography and nature study

and grade 9 with geography of California). Besides the 12 mentioned, El Dorado and San Luis Obispo have books on agriculture in the supplementary list and Monterey has a book on agriculture as a desk copy to be used in connection with nature study. The manuals of Riverside, Santa Cruz, Siskiyou, Sonoma and Santa Clara make mention of school gardens —the last giving them great emphasis in connection with agriculture. In regard to school gardens, California is far behind some Eastern states and European countries. Only one county manual in 1904-5, and that one among the latest ones issued in that year, (Riverside) definitely mentions forestry—a subject that should be of much vital interest to the whole of California, both city and country. It is to be hoped that all or most of these nature study subjects will receive their due attention and not as separate subjects when we get to deal with nature as one great environmental whole.

There is exhibited a slight tendency to delay the beginning of formal number work and a little stronger tendency to leave to the teacher the decision as to the advisability of teaching it in the 1st and 2nd grades. So far as the manuals present any evidence, this does not seem to delay the completion of the drill in the fundamentals. If this drill in fundamentals is really completed as effectively at the same period whether the work is begun in the 1st, the 2nd, or the 3rd grade, are we not wasting the children's and the teachers' time and energy in beginning this work so early? Might not the children be better employed in the realms of nature and art?

With regard to the slant in writing these 46 counties have taken the direction that the whole U. S. is taking, *i. e.,* away from the old Spencerian slant towards the natural or medial slant. None of these 46 counties prescribed the intermediate slant in 1896, none in 1904-5 prescribed the excessive slant. In 1896, 10 prescribed the old Spencerian slant, 25 the vertical; in 1904-5, 20 prescribed the vertical and 22 the intermediate; several at both times left it optional and one county in 1904-5 (Los Angeles) varied the prescribed slant for different grades.

In writing, spelling and drawing, there has been an extension of the time in the last eight eight years. This does not necessarily mean that the sum total of time in these drills has been increased. Other things being equal, the carrying on of the drill through a greater number of years makes possible a greater efficiency in the establishment of the habits of correct

execution. These forms begin early in the courses, usually in the 1st year, and there is a tendency to extend the writing drill into the 8th year and the spelling drill and drawing practice through the 8th or the 9th year. During this same period there appeared the tendency to extend the reading drill in several counties beyond the 7th grade and to curtail the reading drill in other counties from 9 years to 8. A study of the manuals shows that this latter movement does not come in great measure from the shortening of courses from nine to eight years. Is this curtailment a recognition of the fact that drill to be effective should not be extended in time until it becomes tiresome and that the maximum efficiency has been produced by the end of the 8th grade? Is there not danger that the writing and spelling drills may suffer by too great extension? Are the children at the close of the grammar grades doing their writing and spelling decidedly better from this extension of the number of years of these drills?

Written composition was emphasized in 1896-7 by 33 of these 46 counties and mostly in the grammar grades and often as a separate subject. In 1904-5 it was emphasized by 42 counties, beginning in the lower grades and almost never as a separate subject but as an organic part of the teaching of expression in the English language. Similarly mental arithmetic was emphasized in 36 of the 46 counties ten years ago and in 42 of them last year, with relations to arithmetic similar to the relations of composition to English. A similar movement is noticeable respecting map drawing and geography. These means are ceasing to be ends of instruction.

Only a few counties at either period have ancient, mediaeval or modern (other than U. S.) history. None at the first period prescribe it as preparatory to U. S. history. In 1904-5, the counties of Orange, San Joaquin and Tulare utilize stories of these early historic periods as direct preparation for our U. S. history.

No county in 1896 and only 3 (Los Angeles, Orange and Tulare) in 1904-5 show lines of development for practically all subjects in the course. It is possible to overdo this but it would be well if the teachers were assisted to see the different subjects not so much in isolation but as developments from something and toward something.

Only one manual (Contra Costa) in 1896 and one (Alameda) in 1904 indicate the relative amount of time to be given the different subjects. Might there not well be such an indica-

tion to the teachers, with a generous allowance of time unspecified for particular branches, which would be not too restrictive and not really helpful? Three county manuals in 1896 specified the most important subject or group of subjects: Riverside, reading in first year; San Bernardino, reading in first and second years and Contra Costa, reading, writing and spelling in the first and second years. In 1904-5, arithmetic is specified as most important by Modoc, language by Los Angeles, reading by Merced and Riverside, reading in the primary grades by Amador and Mariposa, reading in the first year by Yolo, and reading, writing and spelling in the first and second years by Contra Costa. This shows a lack of united opinion as to the relative value of the subjects but it also shows an increase in the thought that some subjects are of greater value than others. I was rather surprised to find that so few county manuals give evidence that some portions of the material taught in our schools are less essential than other portions and at the same time show that the boards realize that not all schools should attempt to do the work of an elaborate course. Only two counties in 1896 (Riverside and Shasta) and only five in 1904-5 (Mendocino, Riverside, Santa Cruz, Tuolumne and Yolo) recognize this by the presentation of minimum courses of study.

There is a decided tendency to give the teachers more freedom in method of instruction and more options in the use of books. This is gratifying both because it would not have taken place had not the teaching force merited such confidence and because it gives greater opportunity for the teachers to develop in the future.

One is struck by the contrast in general appearance of the manuals of the two periods. They have now almost uniformly better type, have better paper and are more artistic generally. The pictures of school buildings and grounds and of interiors of rooms found in some manuals will be valuable historical material several years from now.

The most of the manuals have the material arranged in a decidedly better organic form now than they had in 1896-7.

Only one manual (that of Riverside, 1905) seems to have been written with a decidedly social purpose other than that attained quite directly through the schools. This manual was written "purposely to be read" not only by the teachers but by parents as well. It is utilized as a desirable means of propa-

gating modern ideas concerning schools and education in general. Would that we had many more of its type!

To sum up briefly,—the general tendencies seem to have been toward the eight-year courses; toward a recognition of relative values and the consequent elimination of less essential portions of subjects; toward better organization of subject-matter in the course; toward a greater emphasis on the appreciative study of nature and art although art is limited, unfortunately, almost entirely to literature; toward practical recognition of principles of habit; toward greater naturalness in all things.

It is with great pleasure that I can state that I have found in this study no movement that is surely backward even though some forward movements are not so pronounced as they should be.

I wish to express my appreciation to the superintendents throughout the State who generously responded to requests for manuals and who by such response made possible this study and to Dr. E. E. Brown, Professor of the Theory and Practice of Education in the University of California, at whose suggestion and under whose direction the study was made.

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* * *

HOW TO STUDY.

Read before the Department of Superintendence, N. E. A., by Dr. F. M. McMurray. Professor of Elementary Education, Teachers' College, University of Columbia.

Last spring I took charge of a fifth-year class of twenty children in history and geography with the object of investigating and, if possible, improving their method of study. After spending perhaps sixty minutes with them on various topics, I assigned one day a paragraph of map questions which they were to dispose of in class without help. I was to do nothing more than to call upon some one now and then to "go on," or "do what ought to be done next."

A girl read the first question: "Here is a relief map of the continent on which we live. What great highland do you find in the west? In the east?" Then she stood, staring at the book. She might have inquired the meaning of "relief," if it

was a new word; or have turned to the relief map opposite—which was small; or to the better map two pages further over; or to the wall map hanging, rolled up, in front of the class. But, although she was not embarrassed, she did nothing. She was waiting to be told just what to do, and she waited until aid arrived from the teacher.

In response to the next question: "In what direction does each (highland) extend?" The two great highlands, the Rockies and the Appalachians, were described as parallel, and the pupil was passing to the next question without objections from any source. Again I had to interfere.

"Which is the broader and higher?" was the third question. A boy stepped to the wall map and pointed out the Rockies. But, as no one asekd why they were supposed to be broader and higher, I suggested that question myself. Someone gave the correct reason for considering them the broader. But by that time the entire class had forgotten that there was a second part to the question, and were passing on. I then reminded them of the omitted part.

The fourth question called for the location of the lowest land between these two highlands. Four or five stepped to the board in succession, showing wide disagreement. Yet no one asked any one "Why?" or proposed any way of settling the dispute, or even evinced any responsibility for finding one. They would have taken the next question, had I not objected.

"Trace the Mississippi river," was the fifth question. Only about one-half of it was pointed out, i. e., from Cairo southward. But no one entered complaint, and the next question was read before I requested more accurate work.

The girl who read the next question, i. e., "Name some of the largest tributaries," stood silent. The word tributaries was probably new; but she apparently lacked the force to request help. As nearly as I could judge, she was waiting for me to ask her if she didn't need to ask some one for the definition. So I complied, and the definition was given.

Then all failed to answer the original question for a time, apparently because they could not break into its two parts, first tracing the principal tributaries on the map, then finding the names attached to them.

These responses are representative of my experience with these ten and twelve-year-old children, during a period of five weeks, although, of course, they improved as time passed. In spite of the fact that they were not frightened, and plainly

understood that they were to go anywhere in the room and do or say anything that was necessary, frequently some one stood ten or fifteen feet from the wall map, straining his eyes to read it, until invited to step forward. And even after answering the single question that was assigned to each during a portion of the time, they often remained standing at their seats, or holding a pointer before the map until directed to sit. They seemed to be wanting in energy to move about freely, to determine when answers were correct and complete, and even to lay aside the pointer and sit down, without assistance.

Yet they were normal children, were up to grade, and had even enjoyed rare school advantages. Nine out of twenty had attended this school—the Practice Department of Teachers' College—from the beginning, and every one of the five teachers that they had had, had been a graduate of a State Normal School, or of a College, or both, and had been especially trained for teaching. How, then, can their dismal failure to master such a simple lesson as map questions be explained?

The explanation, I think, is found in the peculiar difficulties of studying alone, for I was almost requiring them to get their lesson without the aid of a teacher. Let us consider those difficulties.

When a pupil studies a lesson with a teacher, it is a question of how much the two persons can accomplish together, the one being immature and only under favorable circumstances fully willing to receive and be guided, while the other is much better informed in general, more or less versed in the principles of presentation and more or less skilled in their application.

In the mastery of the text under such circumstances, the teacher asks questions, pushes the pupil against difficulties, and points out crucial thoughts, calls a halt here and there for review and drill, furnishes motive by praising or reprimanding or pummeling, as the case requires, and not seldom grows red in the face from exertion.

Likewise, in the case of developing instruction, the teacher chooses the general topic, breaks it into parts, and then concentrates her ability on her questions, endeavoring to have them short, simple, and attractive enough to make sure bait. She exerts herself to the utmost to conceive questions of the size and quality to fit the pupil, and if she is very skillful her predigested morsels of knowledge may be swallowed and digested without pain or conscious effort. In both cases the teacher is the acknowledged leader. It is she who takes the

initiative in determining how the lesson shall be attacked; who exercises resourcefulness in meeting unexpected obstacles; who assumes responsibility for deciding what the crucial questions are and when the answers are right and complete, and who supplies the energy (motive power) that makes things go. If she is accounted a good teacher, she is fully as active as her pupils and probably grows tired first; she is the one who does the work.

Now, eliminate the teacher, and let the pupil attempt to get his lesson alone. It is no longer a question of how much two persons can accomplish together, but how much the weaker of the two can and will do alone.

The endpoint is the same, however, as before, i. e., the assimilation of the topic by the pupil. The means, then, must be substantially the same, i. e., a careful division of the subject into parts, and the putting and answering of questions touching the meaning, relative values, organization, and bearing on life. Therefore, what the two accomplished before—with the more capable one working the harder and doing the greater part—must be performed by the weaker one alone. He must now duplicate the teacher's task by teaching himself. How different the two situations! On the one hand, a student with a teacher who acts as motive power and directing intelligence; on the other hand, a student without a teacher, and, therefore, forced to rely on himself.

Here is the explanation of the failure of the class mentioned, in spite of the fact that they were fairly endowed and responsive children, and this was their fifth year of superior instruction. For nearly five years they had been establishing the habit of waiting to be told when to step to the board, when to lay aside the pointer, what questions to consider when an answer was wrong, when something had been overlooked or forgotten, and when they were through with a task. They were strong followers, as would quickly have been proved if I had been willing to play the customary part of leader. But they were untrained for such leadership of themselves as is necessary in study, because—as might have been expected—they had not learned to take the initiative, carry responsibility, exercise resourcefulness and find motive for effort, by having some one else perform these duties for them. Indeed, constant help from a teacher—such as is customary—undermines self-reliance and unfits for independent study, although it may and often does result in a good quantity of knowledge.

This class, I think, is typical of others. The first change, therefore, for the improvement of study periods must be effected within the recitation itself. That period must accustom the children to taking the initiative in the mastery of thought. Outside of school—as in games and conversations—they do this constantly and always have; it is in the school, the special institution for education, where it is wanting. When instructing a fourth-year class in literature one day, I suddenly inquired: "Do you ever stop to talk over what you read?" "No," replied several. "Yes," said a few, "sometimes we do." "All right," said I, to the latter. "Let us stop here and talk a few minutes. Eddie, what have you to say?" "O, we don't talk; the teacher does the talking," remarked Eddie, with a most nonchalant air. How typical of the school! And how lamentable!

To secure this initiative from children radical reform in the conduct of recitations will be necessary in two respects. First, there must be a willingness, and also an ability, on the part of teachers to keep still more of the time. The teacher is too prominent in the class. And, strange to say, in development work—which seems to be regarded as our highest type of instruction—she is most prominent. One great object of a good teacher should be to show children how to get along without her; and the longer she keeps a class, the less talking and other work she should need to do, because, under her guidance they have learned to do it themselves. How, otherwise, can they be preparing to study alone? Second, initiative on the part of pupils in the mastery of lessons must take the place of knowledge of subject matter as the primary object of many recitations. It is well enough to recite to a teacher a portion of the time, in order to prove one's possession of facts. But reciting does not usually reveal one's way of getting the facts; it merely tests results. And it is partly because so much time has been occupied in reciting that so little attention has been given to children's method of study. Many recitations —possibly most of them in the elementary school—should be spent by the children in mastering lessons in the teacher's presence, with the aid of her suggestions—not primarily for increase in knowledge, but for increase in intelligence and independence in study. This change of aim might make it advisable to call the periods in general study periods, rather than recitation periods—there is so much that is reprehensible in the latter

name. Children would probably know as much in the end—but they would also have better methods of working.

Now what are the facts about method of study that should be taught, whose mastery might demand so much time? Teachers may be willing to practice silence in class, and to allow initiative on the part of pupils to be their primary aim; but until children are very clear in regard to the directions in which initiative is to be exercised by them, they are likely themselves to be provokingly silent. This problem as to the principal factors in proper study is one of the greatest that now confronts the teacher.

Both children and college students generally recognize two main factors in study, i. e., memorizing and thinking. And, which of these should come first, is the first important question to be met. Custom allows memory work to precede. "Fix the facts or thoughts in memory, then reflection upon them can follow at leisure," is the common thought. But there are always more duties in life than time allows us to perform, so that leisure is wanting, and reflection is habitually postponed until it is omitted. In consequence, to the great majority of persons studying signifies mainly the stultifying work of memorizing. Suppose, now, this order were inverted, and young people were taught to undertake whatever thinking was expected of them the first thing? They would then at least make sure of the most interesting part. But, more than that, thinking thoughts through, in the various ways required in good study, is the very best method of memorizing them, and psychologists recommend this method even in the case of verbatim memoriter work. Conscious effort to memorize would then be largely or wholly unnecessary because the memorizing would become a bi-product of thinking instead of substitute for it. Here is the first great fact to be taught to young people about how to study. And if it were applied, there would need to be less of dull drill in school; one reason for so much of it now is that there is so little thinking.

But, what kinds of thinking are to be expected, is the next great question. The chief factors in reflection must be carefully taught.

Let us very briefly suggest a few:

First. In the reproduction of stories by six-year-old children, teachers affect to make the response easy by mentioning definite points to tell about. Children in the second and third years of school easily detect the substance of scoldings received,

of conversations, and of paragraphs in their readers, and they determine the substance of paragraphs for short compositions. In development work throughout the primary they are reasonably successful in comprehending the question under consideration and in holding to the point as the discussion advances. Here are the beginnings of the ability to group facts into points, or to think by points. This is one of the first requisites for the organization of knowledge, but the extent to which it is lacking in adults is suggested by the tendency of teachers to offer scattered or isolated facts in the studies and to wander from the point in their conferences. This ability, then, needs to be highly valued and developed. Lessons should often be assigned, or at least recited, by points rather than by pages. Marginal headings should be prepared by children, and they should learn to put their fingers on the spots in the text where the treatment of a certain point begins and ends, thus determining the places where the thought turns, and where stops might be suitable for reflection. Also they should verify and improve the paragraphing of text, should assume responsibility for detecting beginning wanderings of thought in discussion or in text; should receive practice in taking notes by points when the teacher reads or talks to them, and should learn to so group their ideas that they could easily number the points that they themselves make in reciting or in writing.

Second. Children somewhat easily detect the main points in a story; they often recognize trivial facts as such in development work; they are keen critics of the value of words in comparison with deeds in the conduct of their teachers and parents, and they are often distinguished for their good sense in their judgment of relative values, just as adults are. Here are the beginnings of a second mental ability of vital worth; and it is all the more important that it be developed since the facts in the three R's and spelling are so nearly on a dead level, and the prevailing conception of thoroughness so magnifies trifles, that the appreciation of relative worth is in peculiar danger of atrophy in the primary school.

Whole recitation periods might well be spent primarily in the cultivation of this ability. To that end children might be encouraged to mark their texts, indicating the relative value of different passages by their system of marking. Reciting usually with their books open, in history or geography, as in literature, they should often be asked to begin with the largest thought in the entire lesson, no matter where it might be found;

and if disagreements are noted, the period might be spent in the attempts of various pupils to defend their estimates. They should practice putting large questions, as well as answering them, and should develop skill in selecting the details necessary to the support of a large thought, thereby learning to slight insignificant facts. If they are not allowed to mark up their books, how are they to review them? And if they do not learn to neglect much of what is in a text, how are they to learn that wise selection of facts that will allow them to make profitable use of reference books, newspapers and magazines?

Third. Children have such vivid imaginations that they are capable of becoming frightened by their own pictures. When they become interested in a story, it is difficult, even in the kindergarten, to check their flow of suggested ideas; conversations among them are as natural as among adults; developing instruction is based on the assumption that their experiences are rich enough to allow contributions of thought continually; and fables, calling for interpretation, are especially written for them. Here, then, are the beginnings of a third ability of great importance, i. e., the power to supplement an author's thought. The best of authors fail to put most of their ideas into print. Or, as Ruskin declares, all literature—like the story of the Prodigal Son—appears practically in the form of parables requiring much supplementing to be properly pictured and interpreted. The words in a minister's text in comparison with those in his sermon are perhaps as one to one hundred. The statements in any text should bear a similar ratio to the thoughts that they suggest in the reader's mind. Accordingly, much time should be occupied by children in school in visualizing in greater detail the scenes in geography, history and other studies; the bearings of facts upon human life should often be traced out with care; and comparisons of many kinds should be instituted. To this end fact questions, testing mainly memory, are out of place; questions involving reflection should be common, if we desire young people to become reflective. A very common remark from the teacher in the treatment of text might well be: Do we need to stop here to talk over any matter? The children should even learn to call a halt themselves, at fitting places, and to offer the supplemental thought without even a suggestion from the teacher. Thus they might be taught how to read books.

Want of time forbids my doing more than merely indicating a few other prominent factors in proper study by means of questions.

Is it one's duty, in reading an author, to try to agree with him; or may he disagree and thus set himself up as a judge? Even six-year-old children are allowed to praise fairy tales that they like; have they the right of condemnation also? I find many college students uncertain about this whole question.

Should a scholar aim at firmly-fixed opinions? Or is it his duty to remain somewhat uncertain, and therefore flexible, in his views? How is a student to know when he properly knows a thing? Or is he expected to feel very uncertain until the examination returns are in? In mastering a lesson or reading a book, should one study primarily for the sake of understanding what is presented? Or primarily to meet the teacher's probable requirements? Or primarily for personal profit? These are all questions of vital importance in study for all ages of students. And until they have been properly answered, and young people have been properly instructed in regard to them, home study will continue to be a bug-bear and complaints of teachers about pupils not knowing how to study will continue to be common . We have been on the right track in the past when we have emphasized the need of careful directions in the assignment of lessons, so that children would know how to go to work. But we were ignorant of the magnitude of the problem. How to study is very different from how to teach and a broader question, I think. And we might as well expect to train persons to teach, merely by giving them occasional suggestions about teaching, as to train them to study, by giving occasional suggestion about method of study. Therefore, my main suggestion for improvements in study periods is that we begin to take the problem seriously and go to work upon it. It involves more knowledge about how adults should study than is now easily attainable; the question of the extent to which children can be expected to study; a conception of the class period as a meeting time for the exchange and correction of ideas rather than for reciting to a teacher; and the cultivation of initiative on the part of children to an extent that is now far from common.

* * *

To overcome the temptation of boys especially to glote over blood-and-thunder novels, the New York city board of education is establishing suitable little libraries for the classes in the public schools. There are now ninety-two hundred of these class libraries going, with an average of thirty-five books each.

The Function of the Teacher.

By Miss Mary D. Welch, Principal of High School, Michawaka, Ind.

[Read Before the St. Joseph County Teachers' Association]

The school is not an original social institution. Among the Jews the school was known as the place of the book, showing that the original Hebraic conception of the school was narrow. In the beginning the teacher was not an important social factor. As society became more complex the conception of the school grew larger; its significance broader. The function of the teacher was enlarged.

The teacher has become less and less an instructor, one who merely imparts knowledge, but more and more an educator, one who draws out from the depths of the mind its hidden treasures. Years ago the tendency was to underestimate the work of the school room. Today it would seem the tendency is to enlarge too much upon the work of the teacher. One of the worst dangers of the time is the tendency of the home to shirk its duty. The teacher is too often held responsible for conditions for which the home alone can be blamed. Perhaps the school ought to do much in the moral training of the child, but after all, if the child goes wrong the fault lies in the home, rather than elsewhere.

THE HOME AND SCHOOL.

The well regulated home is the best place that can ever be found for the best development of the moral life. Often the most critical period in the moral training of the child has virtually passed before he enters the public school. The bent of his character for good or evil has already been determined. Remember the child has lived six years before he ever entered the public school; he attends school but five hours out of the twenty-four, but five days in the week, nine months in the year. The school and the home must be complementary to one another if rounded symmetrical character is to result . Too often we hear the teacher spoken of as the one who moulds the child's character, who shapes the destiny of the child, who carves out the child's future. Such metaphorical language is inaccurate. Metaphors borrowed from biology more aptly describe the teaching function. The teacher trains the mind and enables the intellectual faculty to be cultivated. He cannot shape the mind. He can cultivate it. Through the teacher's efforts the child's mind grows. The teacher is not a mir-

acle worker. If the child is to get rid of certain habits of mind, this must be accomplished in the natural way. When a bad habit is grown into the mind of the child, the only way to get rid of it is to grow it off. Mental advancement is not a process of carving or shaping or moulding; it is a process of growth, of training, of development.

INSRUCTORS NOT TEACHERS.

The function of the teacher must not be confused with that of the preacher. Many teachers fail right here because they have mistaken their course. Boys and girls do not like to be preached to. One is never justified in preaching to pupils except for the purpose of explaining some general policy. Its importance at such a time should not be minimized. A pupil should know that the reason you require him to be neat about his desk in the school room, is that he sustains a certain relation to the janitor who keeps that room in order and that the duty he owes as one man to another demands of him consideration for the humble person who sweeps the school house floor. Every child should be instilled with the thought of his sacred relation to every man and woman, boy or girl whose life he touches. In the economy of God's universe, no word is ever lost which has for its purpose the making of a human soul more true, more square, more honest. But, in this connection, generally the teacher does too much talking, leaving too little for the child to work out.

Moralizing is always dangerous. When Christ, the greatest teacher of all time, wanted to develop in the minds of His hearers who one's neighbors are, He didn't go into a moralizing dissertation. He told of the man who went down from Jerusalem to Jericho and fell among thieves. Only in a brief word at the end does He ask, "Who showed himself neighbor to the unfortunate man?" It is the duty of the teacher to get down to fundamentals. Too often we resort to devices instead of working out the principles.

THE SAVIOR'S METHOD.

Whenever Christ wanted to teach His disciples a great truth, He always got to the core of the matter and proclaimed some broad principle which would solve any vexed or mooted question, for instance: The Sabbath was made for man and

not man for the Sabbath solves the whole problem of man's proper relation to the Sabbath.

It is the function of the teacher last of all to make himself useful to the people. The teacher whose pupils outgrow him is a success. The old parable, while pathetic, is right—the statesman on the confines of the other world proclaims his greatness; the warrior heralds his deeds of prowess; the preacher points to his spiritual conquests, while the teacher stands quietly by and says, "All these were my students."

Finally it is unfortunate that we seek to divide the school from the home life of the child. Do not forget that the boy who sits down at his desk in your school room at 9 o'clock ate his breakfast in a home somewhere between the hours of 5 and 8, and the boy you greet in your algebra or history class at 10 o'clock in the forenoon is the same boy from his point of view as he was last Saturday when he went hunting with his chum .

The function of the successful teacher is not so different from duties of the true father and loving mother. We must attempt in every way to place before the child high ideals that will make him a beautiful home child. His conduct, habits and manners about the school should make him a more courteous brother, a more reverent grandson and a more dutiful son. In your relation with your pupils show them always that you love them, believe in them and trust them and they will just as surely love you and be worthy of your confidence and glory in your hopes for them. We all respond to real love and real sacrifice and real genuineness of interest, and those are the qualities that the real teacher must cultivate.—*School Board Journal.*

* * *

Official Department

Meeting of the State Board of Education

BERKELEY, CAL., June 28, 1906.

A meeting of the State Board of Education was held on this date at Room 201, California Hall. The meeting was called to order at 10:40 A. M., with President Black of the San Diego Normal School in the chair.

On roll call the following members of the Board responded present: Morris E. Dailey, President State Normal School, San Jose; C. C. Van Liew, President State Normal School, Chico; F. B. Dresslar, Professor of Pedagogy, University of California, Berkeley; Samuel T. Black, President State Normal School, San Diego; Thomas J. Kirk, Superintendent of Public Instruction and ex-officio Secretary of the Board.

The following members were absent: Governor George C. Pardee, President of the Board; J. F. Millspaugh, President State Normal School, Los Angeles; Benjamin Ide Wheeler, President University of California, Berkeley; Frederic L. Burk, State Normal School, San Francisco.

The Secretary stated that since the last meeting of the Board, Dr. Elmer E. Brown, Professor of Pedagogy of the University of California, had accepted the appointment of the United States Commissioner of Education, and that Dr. Dresslar had been chosen acting head of the Department of Education of the State University and was therefore entitled to a seat with the Board.

The minutes of the meeting of the Board held April 11, 1906, were read and approved.

UNFINISHED BUSINESS.

Under the head of Unfinished Business the report of the State Text Book Committee, consideration of which was deferred at the last meeting of the board, was taken up.

Pending consideration of this matter, Presdent Dailey moved that a comittee of two be appointed by the chair to prepare resolutions in reference to the appointment of Dr. Elmer E. Brown as United States Commissioner of Education. The motion carried and a committee consisting of Messrs. Dailey and Dresslar was appointed.

That part of the report of the State Text-Book Committee on which action had been deferred was then read by Supt. Kirk.

President Van Liew moved that it be the sense of the State Board of Education that before the work of selecting new texts is entered into the question of the advisability of such selection be referred to the State Board of Education as a whole. The motion was seconded by Dr. Dresslar and carried unanimously.

President Van Liew moved that the board approve and adopt the report and recommendations contained in the report

of the State Text-Book Committee in its entirety as given at the April meeting of the board.

Without voting on this motion, the board decided that the regular order of business be dispensed with to take up New Business.

NEW BUSINESS.

Supt. Kirk presented charges that had been filed by Dr. A. E .Byron against W. C. Nolan, the holder of a life diploma. He moved that the same be referred to the Committee on Grievances. It was so ordered and the acting chairman of that committee, Dr. Van Liew, was authorized to appoint additional members of the committee. He requested all members of the Board to meet with the Grievance Committee in the Faculty Room at 1:30 P. M. A recess was then taken, the board to convene as soon as the Grievance Committee was ready to report.

AFTERNOON SESSION.

The Board reconvened at 2:40 P. M. with the same members present as at the morning session, and also President Burk.

The chairman announced that the pending question was the motion made by President Van Liew just before the noon recess. This motion, with the consent of its second, was withdrawn.

It was moved that the State Board of Education approve the first recommendation of the State Text-Book Committee's report and direct said Committee to act in accordance therewith, namely, prepare an advanced reading text.

The mater was discussed at length by Messrs. Van Liew, Kirk, Burk, Dresslar and by Secretary Furlong of the Committee. On roll call the motion was lost by the following vote: Ayes—Messrs. Dailey, Van Liew and Kirk, 3. Noes—Dresslar, Burk, Black, 3.

Supt. Kirk stated before the vote was taken that he would not consider himself bound by the vote in case his colleagues of the committee decided that another reader was necessary.

President Dailey moved that it be the sense of the board to have a text-book in Civics, the motion being seconded by President Van Liew. On roll call it was lost by the following vote: Ayes—Dailey, Kirk, Black, 3. Noes—Van Liew, Dresslar and Burk, 3.

President Van Liew stated that he seconded the motion only for the purpose of bringing the matter before the board.

President Burk moved that the Text-Book Committee be directed to have copybooks prepared for the first five grades. The motion was seconded by President Van Liew and carried uanimously.

The Board then took up the resolution offered some time since by President Millspaugh for the appointment of a committee to revise the rules of the board for the government of the public schools, but no action was taken owing to the author's absence.

NEW BUSINESS.

On motion the standing committees of the board were continued for the ensuing year. They are as follows:

STANDING COMMITTEES.

High School Credentials—Dresslar, Burk, Dailey, Millspaugh, Kirk.

Accrediting of Normal Schools, Life Diplomas and Certificates of other States—Dailey, Black, Burk, Kirk.

California Life Diplomas and Documents—Black, Dailey, Van Liew, Kirk.

Accrediting of Kindergarten Training Schools—Van Liew, Millspaugh, Wheeler, Kirk.

Grievances—Millspaugh, Van Liew, Wheeler, Kirk.

High School Text-Books—Dresslar, Burk, Van Liew, Kirk.

State School Text-Books—Pardee, Kirk, Van Liew.

President Burk moved that the board proceed to elect a member of the State Text-Book Committee to take the place of Dr. Brown. It was so ordered and on motion of President Dailey C. C. Van Liew was chosen as a member of such committee.

Supt. Kirk read the following list of applicants for Special High School Credentials whose applications had been received since the last meeting of the board and by him referred to the committee on High School Credentials:

Rachel May Brockman, Oakland; William J. M. Cox, Fowler; Mrs. Elizabeth M. Dodge, LaMoine; Katharine F. Ball, Berkeley; John F. Engle, Berkeley; Charles S. Dickinson, Oakley; Mary C. Colver, Los Angeles; Harry Trumbull Clifton, Pasadena; Frances Bell Hatcher, Oakland; Edward Lawyer Hardy, Los Angeles; Robert James Teall, Gardena; Cecil Ernest Houdyshel, Pomona; Washington Irving Travis, Los Angeles; John E. Williams, Fresno; Percy George McWhinney, Rosedale; F. F. Wood, Mayfield; Daisy W. Wilson, Long Beach; Evangeline St. Clair Champlin, Riverside; Anna K. Peterson, Claremont; Alice McDill, Los Angeles; Ellen C. Keates, Pasadena; Albert

Loughridge, La Jolla; Samuel N. Montgomery, San Diego; R. Tresilian Belcher, Alameda; Frank Butler Gainer, Long Beach; Elma Holloway, Redlands.

He also stated that applications for accrediting had been received from the Philadelphia Normal School for Girls, Philadelphia, Pa., and the New Mexico Normal University, Las Vegas, New Mexico, and that he had referred such applications to the proper committee.

His action in the above matters was approved.

The Secretary presented the resignation of David S. Snedden as a member of the Board of Advisory Editors of the Western Journal of Education. On motion the resignation was accepted, ordered on file and the thanks of the board tendered to Mr. Snedden for his services.

The prices of State school text-books were fixed for the ensuing year as follows: the prices being the same as those which have prevailed for the current year:

PRICES OF STATE TEXT-BOOKS.

Name of Book.	Cost Price at Sacramento	Postage per Book.	By Mail.	Price to Pupils from Retail Dealers.
Primer (new)	20 cts.	5 cts.	25 cts.	25 cts.
First Reader (new)	24 cts.	5 cts.	29 cts.	29 cts.
Second Reader (new)	28 cts.	7 cts.	35 cts.	35 cts.
Third Reader (new)	42 cts.	8 cts.	50 cts.	50 cts.
Fourth Reader (new)	49 cts.	11 cts.	60 cts.	60 cts.
Speller	19 cts.	6 cts.	25 cts.	25 cts.
First Book in Arithmetic (new)	28 cts.	7 cts.	35 cts.	35 cts.
Grammar School Arithmetic	50 cts.	10 cts.	60 cts.	60 cts.
English Lessons, Book I	28 cts.	7 cts.	35 cts.	35 cts.
English Lessons, Book II	46 cts.	9 cts.	55 cts.	55 cts.
Introductory History	45 cts.	10 cts.	55 cts.	55 cts.
Grammar School History	81 cts.	14 cts.	95 cts.	95 cts.
Introductory Geography	55 cts.	9 cts.	64 cts.	64 cts.
Grammar School Geography	98 cts.	22 cts.	$1.20	$1.20
Revised First Reader	16 cts.	4 cts.	20 cts.	20 cts.
Revised Fourth Reader	53 cts.	7 cts.	60 cts.	60 cts.
First Reader (old series)	15 cts.	5 cts.	20 cts.	20 cts.
Second Reader (old series)	33 cts.	8 cts.	41 cts.	40 cts.
Third Reader (old series)	40 cts.	12 cts.	52 cts.	55 cts.
English Grammar (old series)	42 cts.	8 cts.	50 cts.	50 cts.
U. S. History (old series)	50 cts.	12 cts.	62 cts.	65 cts.
Elementary Geography (old series)	50 cts.	10 cts.	60 cts.	60 cts.
Advanced Geography (old series)	$1.02	18 cts.	$1.20	$1.20

Supt. Kirk stated that it would probably be necessary to adopt new rules for the granting of Special High School Credentials, the same to take effect on August 1st, in order that the standard for such credentials may be the same as that required by the University of California for a teacher's recommendation for a high school certificate. He then read the

rules which had been formulated by Dr. Brown. After some discussion of the matter the proposed rules were referred to the Committee on High School Credentials.

REPORTS OF COMMITTEES.

Dr. Dresslar for the Committee on High School Credentials submitted the following report, which was on motion adopted:

BERKELEY, CAL., June 28, 1906.

To the State Board of Education:

GENTLEMEN—Your Committee on High School Credentials begs leave to make the following report:

We recommend that the applications for High School Credentials of the following named persons be granted:

Wm. J. M. Cox, Fowler; Washington Irving Travis, Los Angeles; Robert James Teall, Gardina; Walter P. Pierson, San Francisco; Cecil E. Houdyshel, Pomona; Frances Bell Hatcher, Oakland; Edward L. Hardy, Los Angeles; John F. Engle, Berkeley; Rachel M. Brockman, Oakland; Harry Trumbell Clifton, Pasadena; Albert Loughridge, La Jollo; Anna K. Peterson, Claremont.

We further recommend that the following named persons be granted Special High School Credentials conditionally:

Frank Butler Gainer, Long Beach, on condition that he present for examination his diploma of graduation; Robert Tresilian Belcher, Alameda, on condition that he furnish Professor Dresslar with satisfactory evidence of his graduation from Queen's College, Ireland; Katherine F. Ball, Berkeley, on condition that she prove her residence in California.

We recommend that action on the following applications be deferred:

Mary C. Colver, Los Angeles; Francis Farlin Wood, Mayfield; John E. Williams, Fresno.

President Dailey read the report of the Committee on the Accrediting of Normal Schools, which is as follows:

To the State Board of Education:

GENTLEMEN—Your committee beg leave to submit the following report:

That the rule be waived which restricts action on applications for accrediting to the March meeting of the board;

That the following named institutions be accredited—the same in the judgment of the committee being equivalent in rank to the California State Normal Schools:

Illinois State Normal School, Macomb, Ill.; New Mexico Normal School, Las Vegas, N. Mexico; Peabody College for Teachers, Nashville, Tenn.; Philadelphia City Normal School for Girls, Philadelphia, Pa.

On motion the report was adopted.

President Van Liew then submitted the following report for the Committee on Grievance in reference to the charges of unprofessional conduct filed against W. C. Nolan:

To the State Board of Education:

GENTLEMEN—We, the Committee on Grievances, recommend that the County Board of Education of Sonoma county be requested and authorized to inquire into the matter of the charges preferred by Dr. A. E. Byron against W. C. Nolan and that the Secretary of this board be directed to communicate to said County Board as follows:

"That the Board of Education of Sonoma County be and it is hereby requested and authorized to hear the charges preferred in the above entitled matter and which charges are herewith transmitted to your honorable body, and to report thereon the facts from the evidence given before your honorable body.

"It is further resolved that you are authorized in so far as the Board of Education of the State of California is authorized to empower you, to issue subpoenas and compel the attendance of witnesses before your honorable body to testify in said matter and to administer oaths to all such witnesses and to take and transcribe the testimony of said witnesses without expense to the state and forward the same to this board.

"You are further authorized to take the testimony of witnesses whose attendance cannot be compelled by subpoena. And it is further resolved that you proceed with all despatch to hear and determine said charges and report your conclusions thereon to this board."

The report of the committee was adopted.

LIFE DIPLOMAS AND DOCUMENTS.

President Van Liew read the report of the Committee on California Life Diplomas and Documents, which was on motion adopted. The report is as follows:

UNIVERSITY DOCUMENTS.

Thomas Smith MacQuiddy (State University), Santa Cruz.

NORMAL DOCUMENTS.

Grace H. Beekman, San Jose; Josephine S. Charlson, San Jose; Mary Julia Collins, Los Angeles; Phoebe Denny, Sonoma; Clarence A. Dickison, Los Angeles; Essie Elliott, Los Angeles; Mae E. Freeman, San Jose; J. F. Goulden, Chico; Helen Goss, San Diego; Jessie M. Gould, Los Angeles; C. Delphina Kennedy, Los Angeles; Edna L. Klumpp, San Jose; Grace V. Lambie, Los Angeles; Norman A. Leake, Los Angeles; Mary J. Menihan, San Jose; G. E. Mortensen, Chico; Harriet Murphy, San Jose; May Belle Murphy, San Jose; Lois V. Murray, San Diego; Ella B. Payne, Los Angeles; Jemella Peugh, San Francisco; Tessie L. Savage, San Francisco; Dora Snyder, Los Angeles; Maude M. Wallace, San Jose; Myrtle James Wilde, Los Angeles.

SPECIAL LIFE DIPLOMAS.

Alice Bassler (Physical Culture), Santa Clara; Mrs. Ida M. Jackson (Drawing), Sacramento; Mabel V. Morgan (Domestic Science), Los Angeles.

NEW ISSUE LIFE DIPLOMAS.

Mrs. A. C. Bainbridge, San Francisco; original dated January 27, 1881. Rebecca E. Dreyfus, Yolo; original dated February 2, 1901. Mrs. Margaret Gibson, Siskiyou; original dated June 11, 1904. Mary A. Stewart, San Francisco; original dated January 17, 1902.

HIGH SCHOOL LIFE DIPLOMAS.

Florence Mildred Averill, Riverside; Winifred S. Bangs, Yuba; Effine P. Blount, San Bernardino; Minnie E. Boucher, Los Angeles; Albert C. Herre, Santa Clara; Herbert Lee, Santa Clara; Allen B. Martin, Yuba; Elizabeth McFadden, Orange; Amina Wilson McNaughton, Los Angeles; Bertha Sanborn, Los Angeles; J. Fred Smith, Santa Clara; Elise Wartenweiler, Placer.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Sara C. Ashby, San Bernardino; Farley M. Auble, Modoc; Bertha E. Baker, Los Angeles; Maude M. Ballard, Sonoma; Addie E. Barrett, Placer; Estelle Barrows, Santa Clara; Thomas L. Brecheen, San Luis Obispo; Josephine S. Charlson, Monterey; Carrie A. Conover, Riverside; Myrtle Cooper, Yolo; Grace Valentine Critcher, Contra Costa; Harriet E. Culver, Los Angeles; Craig Cunningham, Madera; Phoebe Denny, Sonoma; Mary Bailey Duff, Solano; Anna Elder, Siskiyou; De Grace Ellsworth, Siskiyou; Oscar D. Enfield, Orange; Mabel M. Faux, Los Angeles; Leonora Gautier, Sonoma; Ethel H. Geddes, San Bernardino; W. L. K. Good, Ventura; William H. Goodwin, Sonoma; Joseph W. Hamer, Los Angeles; Hattie Taylor Harrison, Fresno; Leonard F. Harvey, Orange; Otto J. Harvey, Orange; Bessie Ella Hattery, San Bernardino; Mary Frances Hendershott, Los Angeles; Maymie Holcomb, San Bernardino; William Frederic Huff, Los Angeles; Hattie H. Jacobs, Sonoma; Elizabeth Bryan Keating, Monterey; May Doughty Kimball, Los Angeles; Ora Lawrence, San Luis Obispo; Annie L. Libby, San Bernardino; Mrs. Dolly H. Little, Merced; Melvina Kate Madden, Siskiyou; Emma Widlund Maland, Sonoma; Sadie L. McMurray, Orange; Blanche McNeal, Solano; Kate A. Melvin, Los Angeles; Evelyn L. Gunter Neill, Inyo; Pauline M. Nemotz, Orange; Manie Newby, Los Angeles; Floy Palmer, Sonoma;

Edith E. Patton, Santa Clara; Ella B. Payne, Los Angeles; Clarabel Pitts, Mono; Emma Poe, Los Angeles; Allena Prather, Fresno; Irma C. Rider, Napa; Minnie Louise Romick, Los Angeles; Florence B. Rutherford, Fresno; Mary Frances Saunders, Madera; Virginia Esther Simmons, Fresno; Belle Smythe, Merced; Florence Snyder, Ventura; Helen M. Stafford, Los Angeles; Miriam Floy Stafford, Los Angeles; Rosia Lee Stewart, Los Angeles; Minnie Stocking, San Luis Obispo; Anna E. Sullivan, Madera; Jas. A. Thomas, Siskiyou; Margaret A. Waite, Los Angeles; Maude M. Wallace, Sonoma; Ella May Walsh, Monterey; Mabel Whitmore, Sacramento; E. J. Wilbur, Sutter; Mrs. Lulu Howard Windsor, Yolo; Mabel Wood, Sonoma; Jennie Wylie, Los Angeles.

President Van Liew for the Committee on High School Text-Books reported that when the list of readers has been completed such list would be sent to the Secretary of the Board that he might notify publishers to whom to send books for examination. On motion the list of high school books adopted for the current school year was continued for the ensuing year.

At 4:25 P. M. adjournment was taken until 10 o'clock A. M., Friday, June 29, 1906.

FRIDAY, JUNE 29, 1906.

The Board reconvened at 10 o'clock A. M. with the same members present as at the meeting Thursday afternoon.

President Van Liew for the special committee consisting of himself, Brown and Millspaugh, on Examination for Special High School Credentials, made verbal report stating that the committee had under consideration a set of rules to govern at such examination, but wished further time in which to report. It was granted. It was decided to hold such examination on November 1st, 2nd and 3rd, simultaneously at Chico, Berkeley and Los Angeles.

On motion, Dr. Dresslar was made a member of the committee in place of Dr. Brown.

The report of the State Text-Book Committee was read by Secretary Furlong:

On motion of President Van Liew the report of the committee was accepted and placed on file.

President Burk moved that the list of supplementary books presented by the State Text-Book Committee be approved, adopted and added to the present list. The motion was carried.

President Van Liew moved that the State Board of Education recommend as advisable to the State Text-Book Com-

mittee the compilation of a new text in spelling, which motion was carried.

President Burk offered the following resolution, the same to constitute a new rule for the granting of high school certificates by County and City and County Boards of Education:

"To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one-half year of graduate study at a university belonging to the Association of American Universities; which half-year of graduate study shall include one-half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this board as the minimum amount of pedagogy."

President Van Liew moved the adoption of the resolution, which motion was seconded by President Dailey. A general discussion then ensued. A committee of three, consisting of Dailey, Van Liew and Burk, was appointed for the purpose of recasting the resolution.

A recess of ten minutes was then taken.

Upon reconvening President Dailey read the report of the committee, which is as follows:

GENTLEMEN—Your committee appointed to revise draft of proposed new rule for the granting of high school certificates beg leave to submit the following, the same to be designated "b" under Rule 1 as adopted by this Board last December:

"b. To candidates who have received the Bachelor's Degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the Bachelor's Degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities; which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high

school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this board as the minimum amount of pedagogy."

On roll call the rule was unanimously adopted.

President Van Liew nominated Ellwood P. Cubberly as a member of the Board of Advisory Editors of the Western Journal of Education to fill the vacancy caused by the resignation of David S. Snedden. Prof. Cubberley was thereupon elected to the position.

Adjournment was then taken to 10 o'clock A. M. the next day.

SATURDAY MORNING, JUNE 30, 1906.

The Board reconvened at 10 o'clock, with Governor Pardee in the chair and the following members present: Messrs. Pardee, Dailey, Van Liew, Dresslar, Black, Burk and Kirk.

Dr. Dresslar submitted the following letter which he moved be signed by the members of the Board and sent to Dr. Brown. The motion was carried. The letter is as follows:

Dr. Elmer E. Brown, U. S. Commissioner of Education, Washington, D. C.

Dear Dr. Brown—Your fellow members on the State Board of Education unite in greetings to the new United States Commissioner of Education. We feel that that office is about to receive the stimulus of new ideals and new energy. We want most of all to express our high appreciation of the great services you have rendered on this board, as well as to the cause of education in general throughout the State of California. We hold these services high because we feel that not only intelligence but high principle and deep earnestness have characterized them. We regret very much the severing of the direct personal relations that have so long and so intimately bound you to us. It is with a sense of personal loss that we look upon your permanent absence from our immediate tasks, yet it is also with the best of hopes and wishes that your

new field will prove eminently fruitful both to yourself and to the country. We are,

Very truly yours,

(Signed by all members.)

Dr. Dresslar for the Committee on High School Credentials reported the following rules to govern in the granting of the Special High School Credential, the same to take effect August 1, 1906:

Rule 1. Graduates of colleges of recognized high academic standing, who have taught, with decided success, as regular teachers or as principals, at least twenty months in any reputable school, elementary or secondary; and who in addition thereto (*a*) have successfully completed one half-year of graduate study in a university belonging to the Association of American Universities, or (*b*) have successfully completed other regular and adequately directed study not lower in grade nor less in amount, or (*c*) have had the regular pedagogic training prescribed by the State Board of Education in a college or university or normal school and give adequate evidence of having carried their private study of any one school subject into the field represented by graduate work in that subject in universities belonging to the Association of American Universities; may receive special high school credentials.

(Following is a list of the institutions comprised in the Association of American Universities: University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass; John Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.

Rule 2. Applicants who have not had the regular academic training referred to in Rule 1, but who present adequate evidence of wide and thorough scholarship, and who have taught with decided success at least thirty-six months as regular

teachers or as principals in high schools of high standing, having courses of study not less than four years in length, or in other institutions having equivalent courses, may receive special high school credentials; provided, that regular professional (pedagogical) training of high grade may be accepted in lieu of not more than sixteen months of the teaching called for by this rule.

Rule 3. Every application for special credentials under the foregoing rules must be accompanied by the certificate of a reputable physician, showing that the applicant is in sound bodily health.

Rule 4. In accordance with an opinion rendered by the Attorney General, the State Board of Education will not grant special high school credentials to applicants who are not residents of the State of California.

A general discussion followed, showing that a difference of opinion existed among the members in reference to the rules, and on motion they were referred back to the committee to be reported at a subsequent meeting.

President Millspaugh of the Los Angeles Normal School arrived and took his seat as a member of the board.

The Governor requested information about the text-book discussions of the board. This was given and there being no further business to transact the board adjourned at 11 o'clock A. M.

THOMAS J. KIRK,
Secretary.

* * *

Apportionment of State School Fund.

OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION,
STATE OF CALIFORNIA.

SACRAMENTO, July 5, 1906.

To the State Controller, County School Superintendents, County Auditors, and County Treasurers:

GENTLEMEN: Having received a report from the State Controller showing that there is in the State Treasury at this date one million three hundred ninety-nine thousand eight hundred forty-three and ninety-nine one-hundredths ($1,399,-

843.99) dollars of State school money subject to apportionment, I have this day distributed the same to the several counties of the State, as follows:

Counties.	Average Daily Attendance for year closing June 30, 1905.	Total Apportionment (on Attendance) Basis).
Alameda	19,575	$125,671 50
Alpine	42	269 64
Amador	1,451	9,315 42
Butte	2,840	18,232 80
Calaveras	1,530	9,822 60
Colusa	1,207	7,748 94
Contra Costa	2,915	18,714 30
Del Norte	400	2,568 00
El Dorado	1,151	7,389 42
Fresno	7,632	48,997 44
Glenn	826	5,302 92
Humboldt	4,576	29,377 92
Inyo	450	2,889 00
Kern	2,502	16,062 84
Kings	1,605	10,304 10
Lake	815	5,232 30
Lassen	662	4,250 04
Los Angeles	37,044	237,822 48
Madera	921	5,912 82
Marin	1,909	12,255 78
Mariposa	519	3,331 98
Mendocino	2,706	17,372 52
Merced	1,606	10,310 52
Modoc	812	5,213 04
Mono	182	1,168 44
Monterey	2,840	18,232 80
Napa	2,083	13,372 86
Nevada	2,012	12,917 04
Orange	4,027	25,853 34
Placer	1,937	12,435 54
Plumas	490	3,145 80
Riverside	3,255	20,897 10
Sacramento	5,848	37,544 16
San Benito	926	5,944 92
San Bernardino	5,092	32,690 64
San Diego	4,656	29,891 52
San Francisco	36,850	236,577 00
San Joaquin	4,762	30,572 04
San Luis Obispo	2,632	16,897 44
San Mateo	1,862	11,954 04
Santa Barbara	2,966	19,041 72
Santa Clara	8,660	55,597 20
Santa Cruz	2,784	17,873 28
Shasta	2,269	14,566 98
Sierra	556	3,569 52
Siskiyou	2,106	13,520 52
Solano	2,819	18,097 98
Sonoma	5,645	36,240 90
Stanislaus	1,998	12,827 16
Sutter	907	5,822 94
Tehama	1,536	9,861 12
Trinity	355	2,279 10
Tulare	3,800	24,396 00
Tuolumne	1,379	8,853 18
Ventura	2,087	13,398 54
Yolo	1,927	12,371 34
Yuba	929	5,964 18
Totals	217,873	$1,398,744 66

Total average daily attendance in primary and grammar schools for the year closing June 30, 1905	217,873
Rate per child on average daily attendance	$6 42
Amount apportioned	$1,398,744 66
Balance unapportioned	1,099 33

Most respectfully,

THOMAS J. KIRK,

Superintendent of Public Instruction.

REPORT OF CONTROLLER.

OFFICE OF STATE CONTROLLER,

SACRAMENTO, CAL., July 2, 1906.

Hon. Thos. J. Kirk,

Superintendent of Public Instruction:

DEAR SIR: In compliance with the law, I have to report as follows: The securities held in trust by the State Treasurer for the support of common schools consist of bonds of the State of California, aggregating one million seven hundred and twenty-six thousand five hundred ($1,726,500) dollars, together with bonds of the various counties of this State, amounting to two million forty-seven thousand two hundred ($2,047,200) dollars, and bonds of various municipalities of this State, amounting to nine hundred and sixty-three thousand three hundred ($963,300) dollars, and described in detail as follows:

State Bonds.		
State Founded Debt Bonds of 1873—six per cent	.....	$1,526,500 00
San Francisco Depot Bonds—four per cent	.....	200,000 00
		$1,726,500 00
County Bonds.		
Alameda County (Oakland School District) Bonds—four per cent	$312,000 00	
Glenn County Bonds—four and one half per cent	18,000 00	
Humboldt County Bonds—seven per cent	13,000 00	
Kern County Bonds—four and one half per cent	235,000 00	
Lake County Bonds—five per cent	37,000 00	
Los Angeles County Bonds—five per cent	73,000 00	
Los Angeles County Bonds—four and one half per cent	10,000 00	
Los Angeles County (Pomona High School) Bonds—four per cent	46,750 00	
Los Angeles County (Pasadena City School District) Bonds—four per cent	50,000 00	
Marin County Bonds—four per cent	96,000 00	

County Bonds—Continued.		
Mendocino County Bonds—four per cent	85,000 00	
Merced County Bonds—four per cent	43,000 00	
Monterey County Bonds—four per cent	98,000 00	
Placer County Bonds—five per cent	11,600 00	
Riverside County Bonds—four per cent	150,000 00	
Sacramento County Bonds—four per cent	68,000 00	
Sacramento County Bonds—four and one half per cent	208,000 00	
San Bernardino County (Redlands, Lugonia, and Crafton High School) Bonds—five per cent	60,000 00	
San Diego County Bonds—five per cent	38,300 00	
San Francisco City and County School Bonds—three and one half per cent	269,400 00	
San Joaquin County Bonds—five per cent	25,000 00	
Shasta County Bonds—five per cent	25,000 00	
Sonoma County (Healdsburg School District) Bonds—four per cent	33,250 00	
Stanislaus County (Oakdale Union High School) Bonds—five per cent	20,000 00	
Tulare County (Porterville High School) Bonds—five per cent	22,500 00	
		$2,047,200 00
		$3,773,700 00
Municipal Bonds.		
Antioch Town Water Works Bonds—five per cent	$ 27,200 00	
Bakersfield City Bonds—four per cent	31,000 00	
Bishop Town Improvement Bonds—six per cent	39,600 00	
Long Beach Pier Bonds—five per cent	95,000 00	
Los Angeles City School Bonds—three and three-fourths per cent	444,000 00	
Mountain View Town Bonds—four and one half per cent	27,300 00	
Napa City Bonds—four per cent	32,200 00	
Pomona City Park and School Bonds—four per cent	55,500 00	
Sacramento City Levee and Sewer Bonds—four per cent	160,000 00	
San Buena Ventura City Bonds—five per cent	14,000 00	
Yreka Town Water Works Bonds—five per cent	37,500 00	
		963,300 00
Total		$4,737,000 00

The amount of money in the State Treasury to the credit of the State School Fund, subject to apportionment, is as follows:

Amount unapportioned January 2, 1906		$ 93 32
Received from property tax		846,556 16
Received from poll tax		248,227 79
Received from property tax on railroads		64,352 43
Received from tax on collateral inheritances		111,042 21
Received from interest on bonds held in trust		119,372 75
Received from interest on State school lands		10,820 17
Total		$1,400,464 83
Less amount paid on restitution of interest on school lands sold not the property of the State	$609 62	
Less amount paid for annulment of certificates of purchase	11 22	620 84
Net amount subject to apportionment		$1,399,843 99

Respectfully submitted,

E. P. Colgan, State Controller.

Thomas J. Kirk
Superintendent of Public Instruction

State of California
Department of Education
Sacramento
Temporary Offices: Odd Fellows' Building,
Ninth and K Streets

Bulletin No. 98

JULY 10, 1906.

A LIST OF NORMAL SCHOOLS, STATE DIPLOMAS, STATE CERTIFICATES, AND KINDERGARTEN TRAINING SCHOOLS ACCREDITED BY THE STATE BOARD OF EDUCATION IN PURSUANCE OF THE PROVISIONS OF SECTION 1775 OF THE POLITICAL CODE.

GRAMMAR SCHOOL CERTIFICATES

May be granted to the holders of any of the following credentials, without examination:

NORMAL SCHOOL DIPLOMAS.

In pursuance of the requirements of Section 1775 of the Political Code of the State of California, the State Board of Education recommends the following named normal schools as being of equal rank with the State normal schools of California, and *holders of the highest grade diploma only issued by these normal schools* may be granted the grammar school certificate of California, by county or city and county boards of education, without examination, as provided in the section of the law above referred to. *Boards of education shall note particularly that only the highest grade or form of diploma issued by any of the normal schools named below can be legally recognized as a credential upon which to grant a certificate:*

Arizona Normal Schools: Flagstaff; Tempe. Canadian Normal Schools: London; McGill Normal School, Quebec; New Brunswick; Ottawa; Ontario Normal College, Hamilton; Toronto; Truro, Novo Scotia. Colorado State Normal School, Greeley. Connecticut State Normal Schools: New Britain; New Haven; Willimantic. Edge Hill Training College, Normal Department: Liverpool, England. Hawaiian Territorial Normal School, Honolulu. Illinois State Normal Schools: Chicago Normal School, Chicago; Eastern Illinois State Normal School, Charleston; Illinois State Normal University, Normal; Northern Illinois State Normal School, De Kalb; Southern Illinois State Normal School, Carbondale; Western Illinois State Normal School, Macomb.

Indiana State Normal School, Terre Haute. Iowa State Normal School, Cedar Falls. Kansas State Normal School: Emporia. Maine State Normal Schools: Castine, Farmington, Gorham. Massachusetts State Normal Schools: Boston; Bridgewater; Framingham; Fitchburg; Hyannis; Lowell; North Adams; Salem; Westfield; Worcester. Michigan State Normal Schools; Marquette; Mt. Pleasant; Ypsilanti. Minnesota State Normal Schools: Duluth; Mankato; Moorhead; St. Cloud; Winona. Missouri State Normal Schools: Cape Girardeau, Kirksville; Warrensburg. Nebraska State Normal School: Peru. New Hampshire State Normal School: Plymouth. Nevada State University, Normal Department, Reno. New Jersey State Normal School: Trenton. New Mexico Normal University, Las Vegas. New York State Normal Schools: Albany; Brockport; Buffalo; Cortland; Fredonia; Geneseo; Jamaica; Newpaltz; New York City Normal; Oneonta; Oswego; Plattsburgh; Potsdam. North Carolina State Normal and Industrial College: Greensboro. Oklahoma: Central Normal School, Edmond. Peabody College for Teachers, Nashville, Tenn. Pennsylvania State Normal Schools: Bloomsburg; California; Clarion; East Stroudsburg; Edinboro; Indiana; Kutztown; Lock Haven; Mansfield; Millersville; Shippensburg; Slippery Rock; West Chester. Philadelphia Normal School for Girls. Rhode Island State Normal School, Providence. South Dakota State Normal School, Spearfish. Utah State Normal School (Normal Department, Utah University), Salt Lake City. Washington City Normal School No. 1, Washington D. C. Washington State Normal Schools: Bellingham, Whatcom; Cheney, from and after 1904; Ellensburg. Wisconsin State Normal Schools: Milwaukee; Oshkosh; Plattsville; River Falls; Stevens Point; West Superior; Whitewater.

STATE DOCUMENTS.

Arizona: Life Diploma. Colorado: Complimentary Life Diploma only. Idaho: Life Diploma. Indiana: Life and Professional Certificates. Iowa: Life Diploma. Minnesota: Life Certificate. Montana: Life Diploma. Nevada: Life Diploma. Ohio: Life Certificate, when obtained on forty-eight months' experience. Oregon: Life Diploma, when obtained on sixty months' experience. Rhode Island: Life Diploma, highest grade. South Dakota: Life Diploma. Virginia: Life Diploma. Washington: Life Diploma.

KINDERGARTEN-PRIMARY CERTIFICATES

May be granted to the holders of diplomas of graduation from any of the following named kindergarten training schools:

Blackheath Kindergarten Froebelian School and Training College for Teachers, London, England; Chicago Froebel Association, Chicago, Illinois; Chicago Kindergarten College, Chicago, Illinois; Chicago Kindergarten Institute, Chicago, Illinois; Chicago Free Kindergarten Association, Chicago, Illinois; Cincinnati Kindergarten Association, Cincinnati, Ohio; Drake University Kindergarten Training School, Des Moines, Iowa; Froebelian School, Longwood, Chicago, Illinois; Golden Gate Kindergarten Association, San Francisco, California; Indiana Kindergarten and Primary Normal Training School, Indianapolis, Indiana; Kindergarten College, Pittsburg, Pennsylvania; Kindergarten Department, Boston Normal School, Boston, Massachusetts; Kindergarten Department, Edge Hill Training College, Liverpool, England; Kindergarten Deportment of Teachers' College, Columbia University,

New York, N. Y.; Kindergarten Department, State Normal School, Greeley, Colorado; Kindergarten Department, State Normal School, Oswego, N. Y.; Kindergarten Department, Wisconsin State Normal School, Milwaukee, Wisconsin; Kindergarten Normal Department of the Ethical Culture School, New York, N. Y.; Kindergarten Training Department of Nebraska State Normal School, Peru, Nebraska; Kindergarten Training Department, Omaha Public Schools, Omaha, Nebraska; Kindergarten Training Department, Pratt Institute, Brooklyn, N. Y.; Kindergarten Training Department, State Normal School, Fredonia, N. Y.; Kindergarten Training School, Columbus, Ohio; Kindergarten Training School of the Grand Rapids Kindergarten Association, Grand Rapids, Michigan; Louisville Free Kindergarten Association's Training School, Louisville, Kentucky; Minneapolis Kindergarten Training School, Minneapolis, Minnesota; Miss Wheelock's Kindergarten Training School, Boston, Massachusetts; Oakland Kindergarten Training School, Oakland, California; Oberlin Kindergarten Training Association, Oberlin, Ohio; The Froebel School, Providence, Rhode Island; The Stout Training School for Kindergarten Teachers, Menomonie, Wisconsin; Utica Kindergarten Training School, Utica, N. Y.

Graduates of accredited kindergarten training schools may be granted the kindergarten-primary certificate by county or city and county boards of education; *provided,* such graduates furnish said boards with (*a*) evidence of twenty-seven months' experience in well-equipped kindergartens; (*b*) a recommendation from the school from which they received their diploma of graduation dated not more than six months prior to the date of application for such certificate; (*c*) graduates of accredited kindergarten training schools who have shown special fitness and skill in practice may be certificated without the evidence of twenty-seven months' experience, provided they present a rcommendation to that effect from their principals.

This bulletin supersedes all former bulletins issued by this Department on the subjects herein mentioned.

The State Board of Education, at a meeting held on June 3, 1905, voted to consider applications for the accrediting of normal schools, life diplomas and State certificates, and kindergarten training schools but once in each year, and that at the meeting which is held nearest to March 1st.

The above rule was waived at the meeting of the State Board of Education held at Berkeley on June 28, 1906, and several normal schools accredited.

THOMAS J. KIRK,

Superintendent of Public Instruction, and ex-officio Secretary State Board of Education.

JULY 10, 1906.

Thomas J. Kirk
Superintendent of Public Instruction

State of California
Department of Education
Sacramento
Temporary Offices: Odd Fellows' Building,
Ninth and K Streets

Bulletin No. 99

HIGH SCHOOL CERTIFICATION.

To County, and City and County Boards of Education of the State of California:

EXTRACTS FROM THE POLITICAL CODE OF CALIFORNIA.

SECTION 1521. The powers and duties of the State Board of Education are as follows: * * *

2. (*a*) To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this State. No credentials shall be prescribed or allowed, unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagagy prescribed by the State Board of Education of this State, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

(*b*) The said board shall also consider the cases of individual applicants who have taught successfully for a period of not less than twenty school months, and who are not possessed of the credentials prescribed by the board under the provisions of this section. The said board in its discretion, may issue to such applicants special credentials upon which they may be granted certificates to teach in the high schools of the State. In such special cases, the board may take cognizance of any adequate evidence of preparation which the applicants may present. The standard of qualification in such special cases shall not be lower than that represented by the other credentials named by the board under the provisions of this section.

This Bulletin relates only to the granting of high school certificates by County Boards of Education by general rule,

under the provisions of Section 1521, 2 (a), and Section 1775 of the Political Code.

The rules for the granting of the special credentials under the provisions of Section 1521, 2 (b), of the Political Code, may be found in a separate bulletin issued by this department.

GOVERNING PRINCIPLES.

The State Board of Education, at its meeting held on December 4 and 5, 1905, gave thoughtful consideration to the question of high school certification. Upon invitation of the board a committee of the Faculty of the University of California was present and a thorough discussion of the matter was had, and as a result of such conference, the State Board of Education agreed to the following governing principles as expressing their interpretation of the powers and duties conferred upon said board by Section 1521 of the Political Code, in reference to high school certification:

Four things are the evident intent of the law:

(*a*) That a high grade of both academic and pedagogical efficiency be maintained, the State University being taken as the academic standard.

(*b*) That the State Board of Education shall be the sole judge of the professional standards to be maintained, and of the equivalance of credentials to University of California standards.

(*c*) That nothing in the standards set by the general regulations of the board shall unjustly prevent the certification of fit individuals who cannot technically meet the requirements of such rules.

(*d*) That no State institution, nor set of State institutions, as such, shall be permitted to control secondary certification. The aim is squarely the efficiency of the secondary teaching service. The responsible judge and authority is the State Board of Education.

Minimum Amount of Pedagogy.

The minimum amount of pedagogy which Section 1521, subdivision 2 (*a*), of the Political Code, directs the State Board of Education to prescribe, is hereby declared to be as follows:

Satisfactory completion of courses, suitable and essential to acquiring efficient skill in teaching and an intelligent comprehension of the scope, and the attainable goals in high school instruction; said courses to be equivalent to not less than twelve hours per week for one half-year; *provided,* that at

least one third of this work shall consist of practical teaching under the direction of supervising instructors of academic competency and breadth of pedagogic comprehension who for a period of not less than two years have taught the subjects in which they supervise.

The State Board of Education is not anthorized by Section 1521 to specify institutions in which this prescribed pedagogy may be taken, but as standards of equivalents the certificate from any institution belonging to the Association of American Universities, or from any California State normal school, or their recognized equivalents, may be accepted, provided that the recommendation of applicants by faculties of institutions in which the pedagogical courses are pursued, attests that the requirements above stated have been fulfilled.

RULES FOR THE GRANTING OF HIGH SCHOOL CERTIFICATES.

In pursuance of the above mentioned principles, the State Board of Education has formulated the following rules for the granting of high school certificates:

1. High school certificates may be issued under the provisions of Section 1521, subdivision 2 (*a*), and Section 1775, subdivision 1 (*a*), of the Political Code of California, as follows:

a. To candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board.

b. To candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one half-year of graduate study in a university belonging to the Association of American Universities; which half-year of graduate study shall consist of advanced academic study (part of the time, at least, being

devoted to one or more of the subjects taught in the high school); and six months as student teachers in a well-equipped school of secondary grade directed by a California State Normal, or its recognized equivalent, under conditions conforming to the requirements prescribed by this board as the minimum amount of pedagogy.

2. In lieu of the pedagogical training above prescribed, candidates may submit evidence showing that they are graduates of a California State Normal School, or other normal school officially recognized by this board as of equivalent rank, or have taught with decided success as regular teachers or as principals at least twenty months in any reputable school, elementary or secondary; and provided that until July, 1908, the practical teaching prescribed may have been pursued in schools of grammar or secondary grade in connection with a California State Normal School, or under the direction of the Department of Education of the University of California or of Leland Stanford Junior University, as evidenced by a certificate of proficiency.

3. The institution granting the bachelor's degree, the institution in which the post-graduate academic study is pursued, and the institution in which the pedagogical work is done, shall each certify to the high character of the work accomplished under its direction, and to the personal fitness of the candidate.

4. The above and foregoing rules shall take effect and be in force from and after August 1, 1906.

The institutions embraced in the Association of American Universities, mentioned in Rule 1 hereof, are the following: University of California, Berkeley, Cal.; Catholic University of America, Washington, D. C.; University of Chicago, Chicago, Ill.; Clark University, Worcester, Mass.; Columbia University, New York City, N. Y.; Cornell University, Ithaca, N. Y.; Harvard University, Cambridge, Mass.; Johns Hopkins University, Baltimore, Md.; Leland Stanford Junior University, Palo Alto, Cal.; University of Michigan, Ann Arbor, Mich.; University of Pennsylvania, Philadelphia, Pa.; Princeton University, Princeton, N. J.; University of Wisconsin, Madison, Wis.; University of Virginia, Charlottesville, Va.; Yale University, New Haven, Conn.

The only change in the rules for the granting of high school certificates is the addition of Rule 1*b* adopted at a meeting of the State Board of Education held on June 30, 1906. In other respects the rules found in Bulletin No. 86 are the same. To prevent confusion and avoid mistakes, please destroy all copies

of Bulletin 86. As many copies of this bulletin will be sent as you wish.

Until August 1, 1906, the rules for high school certification will be found in Bulletin No. 59, issued by this department.

THOMAS J. KIRK,
Superintendent of Public Instruction.

Office of
Superintendent of Public Instruction,
State of California.

State High School Fund.

SACRAMENTO, CAL., July 3, 1906.

To the State Controller,
Certain County Treasurers,
County School Superintendents, and
Trustees of Regularly Established High Schools:

GENTLEMEN: Having received from the State Controller the following communication relating to the amount of money in the hands of the State Treasurer now available for the support of High Schools that meet the requiregents of an Act of the Legislature entitled "An Act creating a fund for the benefit and support of High Schools, and providing for its distribution":

Controller's Department, State of California,
Sacramento, July 2, 1906.

Hon. Thomas J. Kirk,
Supt. Public Instruction,
Sacramento, Cal.:

Dear Sir: Pursuant to law, I beg to inform you that at this time there is on hand to the credit of the State High School Fund, and subject to the semi-annual apportionment, the sum of seventy-four thousand twenty-three and 37-100 ($74,023.37 dollars.

Respectfully submitted.

[Seal] E. P. COLGAN, Controller.
By D. A. Moulton, Deputy.

I have, in pursuance of the terms and conditions of said Act, apportioned said money to High Schools in different counties of the State, as follows:

Total number of High Schools entitled to receive State aid June 30, 1905	158	
Total average daily attendance in such schools	18,876	
Rate per school on one-third basis	$ 156	15
Rate per child on average daily attendance	2	61
Amount apportioned on one-third basis	24,671	70
Amount apportioned on average daily attendance	49,266	36
Total amount apportioned	73,938	06
Balance on hand unapportioned	85	31

Nine high schools fall below twenty in average daily attendance for the year closing June 30, 1905, and receive no

State aid. Four fall below twenty in attendance, but receive State aid owing to the provision that the average attendance for the first year need not exceed twelve. These have been marked by dagger. See apportionment for January, 1906.

THOMAS J. KIRK,
Superintendent of Public Instruction.

COMPARISON OF SCHOOL CENSUS OF 1906 WITH THAT OF 1905, SHOWING LOSS AND GAIN BY COUNTIES.

Counties	Census of 1905	Census of 1906	Loss	Gain
Alameda	35,944			
Alpine	59	82		23
Amador	2,381	2,386		5
Butte	4,937	5,242		305
Calaveras	2,635	2,585	50	
Colusa	1,857	1,764	93	
Contra Costa	5,095	5,472		377
Del Norte	709	689	20	
El Dorado	1,924	1,878	46	
Fresno	12,314	13,040		726
Glenn	1,242	1,388		146
Humboldt	7,738	7,956		218
Inyo	907	940		33
Kern	4,356	4,343	13	
Kings	2,777	2,893		116
Lake	1,473	1,560		87
Lassen	1,198	1,088	110	
Los Angeles	67,875	75,924		8,049
Madera	1,549	1,510	39	
Marin	4,058	4,111		53
Mariposa	872	856	16	
Mendocino	5,214	5,263		49
Merced	2,644	2,869		225
Modoc	1,389	1,339	50	
Mono	423	422	1	
Monterey	4,942	5,011		69
Napa	3,334	3,442		108
Nevada	3,436	3,473		37
Orange	6,760	6,949		189
Placer	3,141	3,076	65	
Plumas	883	889		6
Riverside	5,590	5,703		113
Sacramento	9,664	10,020		356
San Benito	1,633	1,579	54	
San Bernardino	9,070	9,535		465
San Diego	8,524	9,069		545
San Francisco	98,178	101,836		3,658
San Joaquin	8,027	8,407		380
San Luis Obispo	4,820	4,803	17	
San Mateo	3,559	3,828		269
Santa Barbara	5,175	5,464		289
Santa Clara	15,909	16,661		752
Santa Cruz	5,598	5,788		190
Shasta	3,925	3,752	173	
Sierra	805	803	2	
Siskiyou	3,786	3,735	51	
Solano	5,170	5,440		270
Sonoma	10,553	10,623		70
Stanislaus	3,078	3,345		267
Sutter	1,332	1,363		31
Tehama	2,793	2,748	45	
Trinity	725	701	24	
Tulare	6,132	6,443		311
Tuolumne	2,300	2,276	24	
Ventura	3,979	3,935	44	
Yolo	3,076	2,988	88	
Yuba	1,848	1,893		45
Totals	419,315	440,886	1,025	22,596
Actual gain				21,571

REVIEW OF STATE SCHOOL CENSUS.

Total number of families listed in the State				239,880
Gain over number of families in 1905				17,249
Total number of census children:				
White Boys	217,312			
Girls	212,662			
Total		429,974		
Negro Boys	974			
Girls	1,673			
Total		3,317		
Indian Boys	1,703			
Girls	1,668			
Total		3,371		
Mongolian Boys	2,516			
Girls	1,708			
Total		4,224		
Total number of census children				440,886
Gain over last year of				21,517
Total number attending public schools as reported by the census marshals of the State				321,848
Number attending private schools				43,080
Number attending no school				75,958
Under five years of age:				
White		132,554		
Negro		1,277		
Indian		1,179		
Mongolian		2,003		
Total				137,013
Nativity of all children:				
Native born		564,994		
Foreign born		12,905		
Total number of children in State				577,889
Number of deaf children	437	Gain over last year		45
Number not vaccinated	123,210	Gain over last year		8,551
Average number of school census children per family listed				1.8
Average number of children under seventeen years of age per family				2.4
Total number of boys between five and seventeen years of age				223,175
Total number of girls between five and seventeen years of age				217,711
More boys than girls				5,464

THOMAS J. KIRK,
Superintendent of Public Instruction.
By Job Wood, Jr.,

* * *

Superintendent Maxwell, of the New York public schools, has advised all teachers to see that pupils carry their books on the right side on the even days of the month and on the left side on the odd days of the month, whether passing to and from their homes or in changing classrooms, and that the number of books should be reduced to the minimum. The purpose of this order is "to avoid one cause of spinal curvature."

Western School News.

Meetings.

The California Teachers' Association will meet at Fresno, Dec. 26, 27, 28, 29. Dr. C. C. Van Liew, Chico, President; Mrs. M. M. Fitz Gerald, 405 Fillmore Street, Secretary.

Southern California Teachers' Association will meet Dec. 19, 20, 21, at Los Angeles. Mark Keppel, President.

Northern California Teachers' Association, Chico, Cal.; date of meeting not fixed.

NOTES

F. B. Wootten who has been connected with the Macmillan Co. for a number of years has accepted the principalship of the Stockton High School, vice C. M. Ritter, resigned.

Ninety per cent of the teachers taking the state examination in Utah failed to get the required credits for certification.

The Board of Education of the City of Chicago has placed the selection of text books in the hands of a committee, taking away the power of the initiative on the part of Supt. Cooley.

There is considerable discussion over the reduction of salaries of the teachers of San Francisco. This reduction of salaries is advocated by some educators in spite of the fact that landlords are increasing rent, and property and money bringing larger returns than ever before. There should be an increase of school funds not a decrease of salaries.

Miss Susie Morrison, one of the most popular teachers in the San Francisco school department, resigned recently to become the bride of Mr. T. C. Connell, a prosperous business man in charge of the S. F. Call in Oakland.

The San Francisco school reports show that twenty-seven thousand children have been enrolled.

The conditions of the San Francisco schools are now conducted on a normal basis. The classes are normal, the new buildings are comfortable, the teachers are enthusiastic and the entire work of educating the children of San Francisco is progressing on usual lines.

Dr. David Starr Jordan wrote a personal account of the earthquake for the Cosmopolitan for August. President B. I. Wheeler wrote the story of the catastrophe for the August Century.

The Board of Regents of Stanford University in conjunction with President Jordan has adopted new rules in reference to the government of the University in the selection and dismissal of professors.

The Los Angeles County Board of Education will examine applicants for teachers' certificates during the week beginning the first Monday in September, 1906, instead of December.

E. C. Boynton, with Fiske Teachers' Agency, and Miss Agnes Chick of Oakland were married July 21, at noon. The earthquake did this.

"Mr. and Mrs. T. J. Vaughn announce the marriage of their niece Miss Gertrude Noe, to Mr. John Herbert Mitchell, on Tuesday, July tenth, nineteen hundred and six, at Woodland, Cal. At home, 2261 Shattuck Avenue, Berkeley, Cal."

Supt. J. H. Ackerman has been renominated for state superintendent of Oregon by the Republican party by the direct primary, and without opposition. Supt. Ackerman will be elected to serve his third term of four years, as no opposition candidate has been nominated against him. Supt. Ackerman's work in the state office the past eight years has been so pre-eminently satisfactory from the common, rural schools to the higher institutions of learning that Oregon cannot do better than keep him indefinitely in this position. He has already accomplished much and he will do a great deal more for the schools of Oregon in the coming years.—Northwest Journal of Education.

Supt. Ackerman has been elected. He is doing a great work in Oregon and fully and completely deserves the confidence which his people have in him. He has just finished a most instructive course of lectures at the University of California. May he come again and again.

We take the following from the New York School Journal: "It is never wise to ask children at school for contributions of money or other gifts for any purposes whatever. There is no danger in being too careful in avoiding anything that may expose children to humiliation among class-mates. Children are by nature cruel. The girl who is able to contribute twenty-five cents is as likely as not to impress that fact upon those who have given less or nothing. Let us try to keep alive by every means in our power the feeling of fellowship among the young. Differences of station and material advantages will be brought home to them altogether too soon after the doors of the school are closed behind them."

The following joint letter signed by over three hundred property owners and merchants in the districts guarded by the University Cadets during the San Francisco fire has been received by President Wheeler:

SAN FRANCISCO, May 4, 1906.

"To Benjamin Ide Wheeler, President University of California, Berkeley, Cal.

"Dear Sir: We the undersigned, residents of that section of San Francisco patrolled by the University of California Cadets, desire,

through you, to thank the students who gave their valuable services for the protection of San Francisco. They were ever ready to help the needy, and we positively feel that by their innumerable acts of kindness and never-failing courage the loss of life was greatly lessened."

The largest single gift or inheritance ever received by the University of California is the estate of Mr. M. Theo. Kearney, late of Fresno, who has bequeathed his entire property to the University, suggesting in his will the establishment of the "Kearney Agricultural Experimental Station," as an adjunct of the Department of Agriculture of the University.

Mr. Kearney's magnificent bequest consists for the most part of land. He made his home on the "Fruit Vale estate", near Fresno, a ranch of some fifty-four hundred acres. There are 3,000 acres in alfalfa, 1200 acres of vineyard, hundreds of acres in citrus and deciduous fruit trees of many varieties, ornamental grounds of more than 200 acres in extent, containing a wonderful variety of trees, shrubs, and flowers, a fine adobe dwelling which cost $20,000, and a very complete equipment of excellent packing houses, shops, stables, poultry yards, and other farm buildings and appurtenances. The value of the bequest is probably between $800,000 and $900,000.

Mr. Kearney died in May, while on his way to Europe. His benificent purposes had been unknown not only to the community but to the University as well.

President Wheeler has made the following statement regarding the magnificent gift of over three-quarters of a million dollars made by the late M. Theo. Kearney to the University of California:

"The bequest of Mr. Kearney represents a wise use of a fortune. I may assume, I think, that the Regents will scarcely hestitate to assume the trust involved. Though this trust is primarily to be exercised for the advantage of a single locality, Fresno, it must be remembered that it ultimately and purely insures to the benefit of the whole state of California. While the offices of administration and the formal instruction of the University are located definitely at Berkeley, the University in a broad sense occupies the entire state and knows no local residence. It is at the service of the whole state and everywhere present within its boundaries.

"Fresno is the natural center of a great and positively agricultural domain. There can be no doubt that scientific results in many lines of activity could be and will be secured from a regularly established experiment station at this place. Mr. Kearney was very anxious to have the University farm established here and offered to give a tract of land for that purpose. The offer was not accepted by the farm commission because the conception of the purposes to which the farm was to be adapted involved the points of view according to which the site which has now been adopted at Davisville was more suitable.

The climate was believed to be better adapted to the maintenance of a secondary school such as is contemplated in connection with the farm, and the situation of Davisville offered better accessibility to the people of the north and south alike, as well as to the regular students in the Agricultural Department of the University.

"With the establishment of a station at Fresno, the state will now be wonderfully well equipped. The Pathological Station, which, under provision of the last legislature, was provided for southern California, will be situated at Riverside, with an adjunct laboratory for investigation of certain plant diseases at Whittier. Therewith southern California is admirably provided.

"The station at Fresno will provide for the southern part of the great valley. Davisville will provide for the central and northern sections. The prospect for a greatly enlarged activity in agricultural experimentation has been suddenly enlarged. For the next year the University has as new material, not only the farm at Davisville, the station at Riverside and the station at Fresno, but the United States money to be derived from the Adams bill, $24,000 a year for the advancing of scientific work in agriculture.

"Hitherto the means at our disposal for the agricultural work have been ludicrously inadequate to the vast expanse of the state and the variety of its agricultural needs and difficulties. Evidently we are, with the year 1907, to enter upon a new era."

* * *

Education in Plumas County.

Way up in the Sierras, hemmed in by snow-capped mountains lies Plumas county; with a population of 4,700, she is divided into twenty-eight school districts. The occupation and consequently the interests of the people are varied. Farming, horticulture, dairying, cattle raising, milling, lumbering, and mining are the occupations. We find men and women of culture; as well as the mediocre in the valleys and on the hills. There are those of wide culture and broad experiences, and those who were never out of the county and see no need of education. On the whole, however, the inhabitants are more intelligent and wide-awake than are usually found in such rural districts.

While some, saturated with the mountain air, like the lotus eaters, are satisfied with themselves and their environments, others are very ambitious and are satisfied with nothing short of a college education for their children. Young people of this county have gone to the State University and the different normal schools and business colleges of California, as well as to the Nevada University, normal and business colleges, and Mills Seminary, where they have done good work. Plumas has no cause to be ashamed of her children, for they make good records for themselves in the higher schools and later on in life's great school.

The success of these young people is due, partly, to the high educational standards maintained here. Plumas has good cause to be

proud of her schools. She is endeavoring in her nine grades to present the simpler, more necessary studies in such a way as to lay the foundation of a good education, give the child some general information and a love of knowledge. The teachers are trying to make this information as practical as possible. They are guided by a course of study made out by the County Superintendent and the Board of Education. Examinations are given once a year in every school. The questions for the four upper grades are made out by the Superintendent and Board of Education, but the teachers make them out for the lower grades.

Last year the people of Quincy, the county seat, demonstrated their faith and confidence in our schools by building a $7,500 school house. The schools are all supplied with good libraries, maps, and necessary apparatus.

Miss Crugar, the Superintendent, the Board of Education, and the teachers are trying to lay the foundation for strong, manly and womanly character in our boys and girls. They are trying to inspire them with a love of learning and help them to become useful citizens, whether their education ends here or is carried higher in more advanced schools.

* * *

WHY PUPILS DO NOT COMPLETE THE HIGH SCHOOL COURSE.

Some enquiry among a number of Illinois high schools warrants the statement that about forty per cent of the freshman pupils fail in doing the work satisfactorily or quit school at the end or during the first high school year. Then, about twelve per cent of those who do enter the second or sophomore year, fail or leave to go to work. This reduction is repeated in the junior year. Finally in the senior year only thirty-five per cent of the original freshman class are seniors and in at the finish. In other words one of every three entering the high school course completes it.

Some of the causes advanced by those interviewed are worth consideration and are herewith catalogued:

a. The freshman year brings together pupils from different schools unequally prepared in their work.

b. These pupils have been accustomed to one teacher; and the divided or department work of the high school causes some studies to be neglected for others.

c. The pupils who fail in any part of their work become indifferent to further progress and are encouraged by their parents to become small wage earners and drop school.

d. Failure of parents and teachers to arouse interest in the individual and cultivate a purpose strong enough to win in school work or endure to the end.

e. The commercial spirit of parents has a great deal to do with keeping children out of school or completing a high school course.

f. Another deplorable cause is the enthusiasm for social affairs to the exclusion of everything else,—permitted or encouraged by parents.

g. The first years of high school life are the change years, physically, which means social and mental changes in which school work suffers.

h. Too many parents are ignorant of the value of high school education and offer no encouragement to children to remain in school.

i. In every walk of life the majority of people are "quitters." "The child is father to the man." The law of the survival of the fittest applies to school life as much as to any other.

Remedies.

Among the remedies offered the following have merit:

a. Educate for higher ideals. School work in the high school should be made vital—avoiding the merely routine.

b. Train children to assume responsibility.

c. Get the parents to know that the high school is the college of the people and that the foundation of their children's success may be laid therein.

d. The teacher must be able to interest and hold the boys and girls. Were teachers able to reach and hold every pupil, the causes generally would disappear.

e. The getting together of parents and teachers in a common cause with a common faith, sublime enough to overcome all of the enumerated causes.

f. Better and more uniform home training and grade preparation that grows purpose and working habits.

g. Above everything the right teacher for the boy or the girl,—one able to have to hold.

It will be observed that no attempt has been made to arrange the remedy to correspond with the cause. There is a grouping of each without attempt at logical order. Isn't the subject worth a thought?—School News.

* * *

HISTORY IN THE ELEMENTARY SCHOOL.

[By Prof. Henry E. Bourne, Author of "The Teaching of History Civics."]

Although the content of the programme for history in the secondary schools cannot be regarded as settled, teachers are now turning with greater interest to the still more important problem of the nature of the work in history in the elementary schools. The American Historical Association appointed a special committee a little over a year ago to study the problem. It was hoped that this Committee of Eight would be able to do for the elementary schools what the Committee of Seven did for the secondary schools. A committee appointed by the Association of History Teachers of the Middle States and Maryland was already engaged upon the same task. In 1903 Dr. C. A.

McMurry had published his Special Method in History, which contained a suggestive treatment of the problem and outlined a course of study for all the grades below the high school. The readers of the Journal may be interested in considering the tentative proposal for the work in the last four grades made in a report by the Committee of Eight to the Historical Association at the recent Baltimore meeting.

This proposal accepted without discussion what appeared to be the conclusions reached by the Middle States committee, namely, that the nucleus of the material at least should be what is ordinarily termed American history and that it should be divided between the four years, in order to do each period more thoroughly and to avoid the risk of wearying the attention of the pupil by going over the whole subject twice as is done in some schools. The Committee of Eight have, however, been inclined to interpret broadly the descriptive term "American History," taking it to mean the historical interpretation of American civilization, rather than merely the chronicle of events which have happened in America since the discoveries of Columbus. It is not the intention to bewilder children by a philosophical analysis of the elements which make up what is called American civilization nor to give a dry enumeration of the ways of living which were brought over from Europe. The thought is to tell in very simple fashion enough of the stories of earlier European history to create in the child's mind the impression that American civilization is after all a very old growth and that we Americans have as much right as any Europeans to cherish the glories of Greece or of Rome, or of that Western Christendom which grew up out of the ruins of the ancient world. Though as a general proposition this may be widely conceded, there are differences of opinion as to where the European material should be put in. Dr. McMurry arranges it by topics, inserting these at the places in the course where they seem best suited to the progress of the pupil and where they will also offer variety to his work, while at the same time furnishing incidents for comparison and contrast with what the pupil is studying in purely American history. The committee of the Middle States Association would insert most of it as part of the work of the Seventh grade. In the tentative proposal of the Committee of Eight the chronological order is more closely followed.

The general plan is as follows: For the Fifth grade the period of the discoveries, including such preliminary topics from European history as will show what sort of a civilization the voyagers brought with them; for the Sixth, the period of settlement until the end of the French and Indian war; for the Seventh, the Revolutionary period from 1763 to 1820; for the Eighth grade the period of national development.

In certain respects this periodization may seem strange. For example, ordinarily the American Revolution is studied by itself, without calling attention to the great struggle in Europe which followed or to its counterpart in the revolution of the Spanish American colonies. But even exclusively from the standpoint of American history there is a unity to the period from 1763 to 1820. It is often said

that the United States was not really independent until after the conclusion of the 1812 war. Furthermore, about 1820 the great movement of expansion westward, a movement which was to transform the country, began to assume headway and so to mark off the period that follows as distinct. It is also an advantage to connect with the study of the American Revolution an elementary account of what took place in France. By comparison the pupil can obtain a better notion of how purely political was our struggle. The independence of the Spanish colonies also marks the transformation of North and South America from the group of European colonies into a sisterhood of republics. Incidentally, it may be noted that there is much in the period that precedes the War of 1812 which can only be understood in relation to the struggle between Napoleon and the English.

The problem of the Fifth grade is the most difficult. If the proposed plan were finally adopted it would mean that the scheme explained on pages 109-110 of "The Teaching of History and Civics" would be modified by pushing the "biographical treatment of American history" into the grades below the Fifth and by combining with the "selected periods of European history" that part of American colonial history which concerns the period of the discoveries. The European part would occupy about half the time. It would embody stories of geographical discovery and exploration before the days of Columbus. It would show how peoples emigrated from one part of Europe to another while the Old World was growing up. It would in a simple way explain how these Europeans lived, in other words tell what America started with. Lastly it would associate the three or four peoples of Europe which were to have a share in American colonization with enough of their characteristic incidents to give the child some feeling for the names "England," "Spain," "Holland," and "France."

Such were the lines upon which this plan was based. Whether it will finally be adopted by the committee is yet uncertain. The main thing is to stimulate thought upon the problem, for it is more essential that history be well taught in the elementary schools than in either the high schools or the colleges.—Ohio School Journal.

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The Western Journal of Education

September, 1906

CONTENTS

	PAGE
EDITORIAL	5
TUSKEGEE'S QUARTO-CENTENNIAL. *R. W. Wallace*	9
A BRIEF HISTORY OF THE TEACHING OF ENGLISH GRAMMAR, WITH SOME CONCLUSIONS. *Franklin S. Hoyt*	13
THE MEASURE OF A TEACHER'S EFFICIENCY. *Edwin P. Seaver*	17
OVER-PRESSURE. *Geraldine Hodgson*	25
SOME RESULTS OF HIGH SCHOOL EDUCATION. *Frederic Perley Johnson*	31
SUGGESTIONS. *S. M. B.*	35
THE PREPARATION OF GIRLS FOR THE DUTIES OF LIFE. *Ossian Lang*	37
SIMPLIFIED SPELLING	39
BIRTH OF CALIFORNIA'S NORMAL SCHOOLS. *Morris Elmer Dailey*	41
TEACHER'S SALARY NOT FOR TWELVE MONTHS	43
WESTERN SCHOOL NEWS	44

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The Western Journal of Education

SEPTEMBER, 1906

EDITORIAL

Governor George C. Pardee has written a most excellent supplement for the State Text Book on Physiology.

* * *

The City of Los Angeles, under the educational leadership of Dr. E. C. Moore, has made a substantial increase in the salary of teachers.

* * *

The newspapers in the State are unanimous in their disapproval of the reduction of teachers' salaries in the city of San Francisco, or elsewhere in the State.

* * *

President Roosevelt has come out in a strong endorsement of the books of President Hyde of Bowdoin College, "From Epicurus to Christ," and "The College Man and the College Woman."

* * *

The National Educational Association was organized in the City of Philadelphia in 1857. The State of Pennsylvania is making an earnest effort to have the fiftieth anniversary of the meeting celebrated by the association in Philadelphia next year.

* * *

Aaron Gove, former City Superintendent of Denver, but who was dropped because he was not supposed to be the man for the place, has been offered the City Superintendency of Washington, D. C., but he declined the position on account of his financial interests in other directions.

* * *

Dr. J. M. Greenwood has been unanimously re-elected to the schools of Kansas City, Mo., for the thirty-third time. He has never had to do politics in order to secure his election.

Some years ago; when the Board of Education reduced the salaries of teachers, he insisted that his own salary should be reduced.

* * *

There seems to be an ever increasing recognition in the United States of the value of school gardens. The movement is general in the cities, and it is the logical result of Arbor Day in the country districts. It should be remembered, however, that the object of the school garden is education, not vegetables.

* * *

President Roosevelt is certainly in line with the current thought of Simplified Spelling. The list of words adopted by the Executive Board upon Spelling Reform should be taught in every school in the State. The State Board of Education should require the new spelling book to adopt the form of spelling that President Roosevelt has ordered to be used in his correspondence and in public documents.

* * *

Mrs. John Swanner, Chairman of the Educational Committee of the California Federation of Women's Clubs, has issued a circular under the motto: "California's chief business is Education," in which she places emphasis upon the moral and ethical instruction of children in the public schools, the inauguration of student co-operation in the government of our schools, the establishment of a closer union between the home and the school, the observance of peace day, the holding of educational days such as days devoted to humane instruction, forestry, etc.

* * *

Prof. Rynearson, Director of the Pittsburg High School, discusses Poems for Memorizing as follows:

"In many of the best elementary schools the pupils recite memory gems. In the lower grades these are poetry. The pupil memorizes five to ten poems each year. What a storehouse of treasures he will have as he takes his place in society! No one can tell how many times parts of these selections will be the means of a victory when temptation seems to block the way, or will be an inspiration in moments of discouragement. Many of these were understood only partially when committed,

but in after years they take on added meaning and beauty. These gems will lose much of their value if the exercise is made hateful as task-work or as a punishment for some offense."

* * *

The Rev. Chas. W. Wendte in a recent address spoke of the humanitarian spirit as follows:

"The humanitarian spirit has mitigated many of the horrors of war. Like angels *the good physicians, the ambulance corps, the black-robed Sisters of Mercy and the sweet-faced nurses of the Red Cross Society* move about the battle-field to lessen its horrors and mitigate its sufferings. And now, as the choicest fruit of the century in which we live, we behold the two greatest nations on the face of the earth, two nations bound to each other by ties of race, language and literature, of business, fraternal intercourse and religion, ceasing from senseless antagonism and seeking by peaceful arbitration to settle their differences *in the spirit of the gospel of Christ.*

"Never before in the history of mankind has there been such a display of the humanitarian spirit. War is no longer the principal business of society. Hunting is a pursuit followed by few, and is increasingly looked upon with disfavor. Boys and young men in whom the sympathies are not fully developed, and others with less acute sensibilities, may still delight in *'killing something,'* even if it be only a harmless bird or squirrel. But not one person in a thousand in civilized society is called upon to witness or take part in the killing of any creature, human or brute. *The bicycle and camera are taking the place of the shot-gun and fish-pole.* Duelling is discouraged and deemed dishonorable. Private warfare exists only on the frontiers of civilization, or in the lowest strata of city life. Organized societies exist for the prevention of cruelty, and it is only in countries like Italy, Spain and Mexico that *the average man* is still unmerciful to his beast, or such atrocities as bull-baiting and cock-fighting are openly permitted. Over the practice of vivisection there rages increasing controversy. Whatever be the final verdict concerning it, we know that *lessened cruelty to the animal world will be a sure consequence.*

"This gospel of mercy to the dumb companions of man's life is one that needs to be preached from the house-tops. For myself, I know no prouder boast than to *wear its badge of service on my breast and contribute to its support.* Better go without some accustomed luxury and feel that you are making existence a little more endurable for some jaded, over-worked horse, saving some unfortunate cat or dog from cruel treatment, and *increasing the spirit of gentleness, kindness and pity throughout the community in which you live.*"

* * *

The *London Journal of Education* has the following excellent discussion of what should be put in history books:

"The American Peace Society some twelve months ago appointed a committee to report on the instruction in history given by the public schools of the United States, with special reference to war, battle, and militarism. The Report of the Committee, based on laborious inquiry, has just appeared. It establishes the fact that the treatment of war occupies much less space in school-books than it did half a century ago, and that the subject of national quarrels—the Revolt of the American Colonies, for example—is now handled in a more calm and philosophic spirit. In all discussions of wars it seems to the Committee better that causes and results should be emphasized, and that battles should not be described so fully as hitherto. We quote the opinion expressed as to what should take the place, in American histories, of the military details omitted. 'Our country has had a rapid growth, and our advancement has been unprecedented in respect of invention, in all the industries, in education, literature, the useful arts, the fine arts, benevolent institutions, the rights of women and children, law, government, and morals. The reports of our Patent Office show our progress in inventions. Sixty years ago this office issued from four to six hundred patents annually. In one year, now, it has issued more than twenty-five thousand. In 1840 its receipts were 38,000 dollars; its annual income now is 1,325,000 dollars. Attention might well be called to the development of our agricultural machinery; to the improved steam-plough and machines for planting, hay-making, and harvesting. Seventy-five years ago it required three hours' labor of the farmer to raise one bushel of wheat; now

it needs only ten minutes. In market gardening, in the shoe industry, in the products from india-rubber, in the application of steam power and of electric power, such advance has been made as to astonish the world. So in other directions. In all text-books on the history of our country, space should be found to tell of the growth of our system of public schools, of the rapid advancement and liberal endowment of our colleges, of the uplifting of the people through the many charitable and philanthropic movements, the advances in law, morals, and the rights of man, and, in general, of the intellectual and moral improvement of society at large.'

"The object that the Peace Society has at heart, which is the cultivating of a disposition to settle international difficulties not by force and violence, but by the method of arbitration, is one to be regarded with sympathy and all respect. Yet, so old is the custom of expatiating to the young on the martial achievements of their forefathers that it would seem to be rooted in necessity. We fear that a people with no heroes of war would presently cease to have heroes of peace. What the school can do is to train its pupils to clearness of thought, and to promote the formation of sound moral judgments in the sphere of domestic, as well as of foreign, affairs. Doing this, it may contribute not a little to the peaceful and orderly development of the nation, and make quarrels rare, if still possible."

* * *

Tuskegee's Quarto-Centennial.

By R. W. Wallace.

The attention of the entire country will naturally be turned towards Tuskegee as for three sunny days in early April, when the Southland is answering to the wooing of the spring, she observes her silver jubilee. It will be the celebration of the founding of one of the most efficient and most prosperous schools for the advancement of the colored race in America, and will focus upon itself the thought and goodwill of thousands of its friends both North and South.

The story of Tuskegee is an American idyll. Twenty-five years ago General Armstrong, of Hampton Institute, received a letter from some gentlemen in Alabama, asking him if he could recommend someone to take charge of a proposed normal school for the colored people in and about Tuskegee in that

state. The General replied that he knew of no white man to suggest for the post; but if a colored man would be acceptable to them could readily find one for them. And he mentioned Mr. Washington's name. After a few days a telegram—big with fate—was sent to Hampton: "Booker T. Washington will suit us. Send him at once." He was promptly forwarded.

But the prospective principal found the keenest disappointment on reaching the new post. There was neither land, buildings, nor apparatus, for the school's equipment. All such things were still an unrealized dream. But he found what made him temporarily forget this lack, in hundreds of hungry, earnest colored youths eager to acquire knowledge. In them he saw his opportunity. From them came his call to heroic service. The houseless conditions failed to dismay him. The school was organized in an old shanty, the roof of which was so leaky that one of the students had to hold an umbrella over the new preceptor's head, while he heard the recitations of the others. On the Fourth of July, 1881, Tuskegee was inaugurated, with one teacher, thirty students and a dilapidated shanty.

Almost immediately, an old and abandoned plantation of a hundred acres came into the market, and was purchased for the school with money generously advanced by General Marshall of Hampton. The main dwelling on the plantation had been burned, but there was still a cabin, a dining-room and a hen-house left. All these were put to use as schoolrooms until worthier accommodations could be furnished. But a sense of ownership had by this time come to the teacher and his pupils. Poor as it was, Tuskegee had a local habitation and a name.

And now, without following minutely the fortunes of the years, the kaleidoscope presents today a new and more attractive pattern. The Tuskegee of the present has a great farm of 2,500 acres, with 400 head of milch and work cattle, 200 horses, great flocks of fowls, an immense apiary, and thousands of peach, plum and apple trees; the farm producing all the needed food supplies for the 1,500 students and 150 teachers and helpers that comprise the school today.

In all, Tuskegee has eighty-three buildings in its plant. Besides recitation rooms and dormitories, there are wagon shops, a sawmill, a harness shop, a tailor shop, a printing plant, a model laundry, a canning establishment, and many other buildings. And it is the proud boast of the school that every building on the school premises, with the exception of the one with which the institution started, has been designed by a

negro architect, and built by negro student labor under the direction of a negro builder, with bricks made by negro pupils in the Tuskegee brickyard, of clay dug out of a bank in the school land; the wooden frames being made from lumber cut down by Tuskegee students, and sawed in the school mill; the roof covered with tin soldered and laid by negro pupils from the school tin shop. Even the furniture in the buildings is made by the boys in the cabinet shop.

The value of the entire plant at Tuskegee is placed at $850,000. Some idea of the scope of the industries of the institution may be gained from these facts: 900 acres of the farm have been cultivated; 6,500 bushels of sweet potatoes have been raised, and 16,000 pounds of butter made in a single year. One hundred and sixty-three iron bedsteads have been constructed; thirty-six sets of new harness made; over one million bricks manufactured; more than half a million of bricks laid; 225,000 laths put on, and 9,000 square yards of plastering done; besides many other equally serviceable labors during a recent school year. The aim of the school is to manufacture all that it requires; to do all its work by its own constituency; and to exact some contribution in labor from every student.

Tuskegee has ventured far beyond other schools in its industrial studies and efforts. It does not disesteem nor sidetrack books, but makes large and worthy use of these in its methods of training. But it has been Mr. Washington's faith from the outset that under the present conditions of the colored race in the South, it is of much greater importance for the colored man to be able to make a wagon or lay a brick well than to be able to conjugate a Greek verb, or successfully wrestle with French idioms. From that faith he has never departed for a moment either at the solicitations of a friend or the sharp criticisms of a foe. To all suggestions that his school methods tend only and surely to thrust the colored people into menial service and economic labor, he declines to listen. No such fear disturbs his days nor haunts his nights. To make his race respected by making its members good artisans, business men and property owners; to cultivate in them thrift, patience and self respect, even at the sacrifice of some things that ambition would naturally wish to reach, is the aim that has seemed more and more worthy to him all through the testing experiences of twenty-five years.

It is the saneness, as well as the success, of this method that has won for Tuskegee such a host of admirers and sup-

porters in every section of the land. It has dislodged deep seated prejudices in the South as nothing else has been able to do so effectively, and has succeeded in opening up fountains of liberality in all sections that have surprised even those accustomed to charity. People are not given to devote more than $5,000,000 to a school of whose methods and aims they entertain even a lingering doubt. Nothing but faith in the institution can account for such splendid generosity. The faith of its patrons may well be epitomized in the statement of Secretary George H. Martin, of the Massachusetts State Board of Education: "I was impressed by the completeness and efficiency of the organization. I have never seen a better managed educational institution."

Of course no one can think of Tuskegee apart from Booker Washington, any more than of Northfield without Moody, or Hull House, without Jane Addams. The personal element is a feature at Tuskegee. No matter how many rivulets of influence have contributed the ever enlarging stream of its success, its primal fountains must be sought in Mr. Washington himself. He was its originator, and has generaled all its forces from its initiative to the present.

Nor is the secret of his success difficult to find. It lies in his common sense, his patience, his courtesy, his humility, his transparent honesty. Booker Washington never puts on airs. He is half white, but he never fails to identify himself with his race. He rides in the Jim Crow cars in the South without railing at the conductor or the system. While Southern social etiquette does not permit his entrance into white homes, he brings no railing accusation against it, but patiently replies: "They do not yet understand." He submits in silence to the deprivation of the civil and political rights of his people, not because he is indifferent to such rights, but because he believes they will be restored to them as his people shall prove themselves worthy of them. So he stands for order, system, industry, cleanliness, courtesy and usefulness in all the lines of conduct and effort, and is himself a bright example of them all.

The coming anniversary cannot fail to bring gratification as well as thankfulness to Tuskegee's founder. In one sense it will be to him a personal triumph. That he who, as a boy, had to find a name for himself, as none had been assigned him, who slept under a sidewalk in Richmond on his venturesome journey to Hampton for a bit of schooling, should today be at the head of the most prosperous and efficient school for his race in the Black Belt of the South, and of all Southerners

have the largest personal following, may amply justify his honest pride. But Booker Washington will not crown himself, as did the first Napoleon. Whatever bays his brow may wear will be placed there by other hands than his. His will rather be the gratitude that he was privileged to send out more than 6,000 young men and women to make Southern fields more fruitful, to make the rude cabin yield to the pretty and comfortable home, and even to make the sands of the Soudan white with cotton bolls.

It is interesting to know that the Memorial fund in remembrance of the late President William H. Baldwin, of the Long Island Railroad has been completed and that at the anniversary the $150,000 subscribed will be turned over to Tuskegee, to which Mr. Baldwin gave so much of his time and affection. And we would not be surprised if the friends of Tuskegee were to make this gift the inspiration to greatly increase the school's endowment as they gather in force at the celebration. Such would be a memorable feature of the happy occasion.—*Journal of Education.*

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A Brief History of the Teaching of English Grammar, With Some Conclusions.

By Franklin S. Hoyt, Assistant Superintendent of Indianapolis Schools.

One of the misconceptions that have arisen in connection with the discussion of the teaching of grammar is that the use of English has always been dependent upon a knowledge of the body of facts which are included under the term grammar. As a matter of fact no English grammar was available for use until near the close of the Elizabethan age, when Ben Jonson published his little grammar for the use of those foreigners who wished to learn the language. The language had attained its greatest vigor and beauty before the "science of speaking and writing correctly" was formulated.

In writing his grammar for use in translation Ben Jonson followed a precedent set by the Greeks and Romans. The earliest work on grammar were glossaries to assist the Greeks in reading the writings of their historic ancestors, especially the Homeric poems. These investigations into the archaic forms of the language, reinforced by the rhetorical study of the language by the Sophists, naturally led to a study of the structure of the vernacular and eventually a complete Greek grammar was evolved which was the parent of all subsequent grammars for the European languages. When the Romans,

who had also developed their language to its highest point of excellence before they had a grammar, began to learn the Greek language, the Greek grammar was translated into Latin and was commonly used by the students of Greek. Through the study of the Greek grammar, Roman scholars became interested in the structure of their own tongue, and a Latin grammar was soon prepared which naturally followed the Greek grammar very closely. Many of our grammatical terms are thus Latin translations of old Greek terms which have lost much of their original significance.

The dominance of Latin in the world of scholarship, throughout the Middle Ages, resulted in a wide and intimate acquaintance with the Latin grammar. In the meantime, however, the vernacular of the different countries of Europe had been evolving with little or no conscious attention to form. When the Reformation directed attention to the necessity of educating the youth in the native tongue, and literature began to appear in this much more accessible garb, the scholars, steeped in Latin lore, began to seek points of agreement in the structure of the vernacular and the Latin. As might be expected, those languages that had grown out of the Latin, or had been predominantly influenced by it, were found, in the main, to accord with it in construction and the forms and generalizations of the Latin grammar, with only the necessary modifications, were adopted for these different languages. The English language, though far less amenable to the attempt to make it agree with the rules of Latin concord because of the variety of component linguistic elements and the subsequent gradual loss of the inflections, was finally made to fall in line with the continental languages, in spite of the fact that the grammar of the Latin—an almost purely inflectional language—was at the same time both inadequate and unnecessarily cumbersome when applied to the English tongue.

In the course of time, many of the unnecessary and inappropriate distinctions foisted upon the subject through the influence of the Latin grammars—for instance, the gender of nouns, the agreement of the adjective with its noun, the superfluous dative and ablative cases—have been done away with. The process of simplification would doubtless have been carried further and accomplished sooner, had not the disciplinary conception of the study, handed down by the old scholastics, tended to retain the subject in its entirety, as a "training in logical thinking." Latin grammar had been regarded as the all-important study, not only as a means of acquiring the Latin

language, but also because of its disciplinary value; this desirable result from its study—a trained mind—was naturally inferred to follow also from the study of English grammar. The more minute and intricate its system of analysis and classification, it was thought, the better training would the mind receive. So, until a more rational idea of the purpose and results of the study of grammar prevailed, authors and teachers were loath to dispense with any part of their grammatical inheritance. When they did attempt to modernize the subject, it was upon a metaphysically logical basis, which was supposed to enhance its disciplinary value. Unfortunately, this movement resulted in both the introduction of unsound logic into grammar, and an increased mystification of the subject, which did much to create a widespread prejudice against it.

The hold upon the schools which the disciplinary notion of the study made possible was greatly reinforced by the misconception—also inherited from the Latin—which is expressed by the following definition, originating, it is thought, with Quintilian and restated and emphasized by Melanchthon: "Grammar is the science of speaking and writing the language with correctness and propriety." Imbued with this idea, teachers confined the language training almost exclusively to the study of grammar; it was begun early in the school life in the study of English grammar and continued until Latin and Greek grammar were mastered, provided a "liberal education" was pursued. As a mastery of the Latin and Greek was impossible without a thorough knowledge of their respective grammars, likewise, it was reasoned, skill in the use of English can be secured only through a familiarity with English grammar. Gradually, however, it became evident that Melanchthon's definition did not accord with the facts—that grammar was neither a science, nor did it enable those most conversant with its definitions and rules to speak and write correctly; and the definition was abandoned for the modern one, that it is a "systematic description of the essential principles of a language." This changed conception of grammar has tended to shift the emphasis from grammar to direct practice in composition as the correct basis for launguage training in the elementary schools, and has opened up the controversy as to the real value of formal grammar as an elementary school study. It has also resulted in the production of better textbooks and the introduction of more rational methods in teaching the subject, so that the pedagogical evils attending the learning of grammar have at least been mitigated in recent years.

Grammar now is studied in elementary schools from two to six years, either as a distinct subject, or in connection with the language work. In recent years, the plan adopted by most of the progressive school systems is to teach incidentallly the simple rules of grammatical usage in connection with the language work during the first five or six years of the elementary course, studying the subject formally, with a text-book during the last year or two of the grammar school course. It is probable that as we become more critical of the subject-matter of our public school curricula we shall postpone the formal isolated study of grammar till pupils are sufficiently mature and have had the extended experience with the language necessary to make profitable the reflective study of the language from a purely structural point of view. What is needed in elementary schools today is a careful selection of such grammatical classifications and principles as are of real value in the use of the language and a thorough mastery of these through their frequent application in the various forms of English work, particularly interpretative reading and oral and written composition.

Let us rid our English courses of study of all the intricacies and perplexities of refined adult analysis which medieval scholasticism has fastened upon the subject of English grammar under the guise of "mental discipline," so that we may give adequate attention to the grammatical facts and principles that naturally evolve from the training in the use of English and are essential to a correct and skillful use of the language. It is surprising what a small amount of technical grammar remains as a result of such a sifting, and it is equally surprising what a feeble grasp on these fundamental principles of grammatical construction must pupils have after years of "discipline" in the study of grammar taught with little or no regard to its bearing upon the expression of thought. The trend of the present time is already in the direction of less formal grammar and a better assimilation and wider application of the essential principles of language construction. Our better teachers, for instance, now realize that the analysis of sentences is of value only in so far as the pupil is thereby enabled to get at the author's thought more successfully, or determine more accurately the correctness of his own speech. If it can not be used for these purposes, let us devote the precious hours of school to more valuable forms of training in English, or, better, look to our teaching to see why we are failing in this respect.

It is time that we shook ourselves free from traditional misconceptions concerning the teaching of English grammar and made earnest inquiry into the result of the many hours now devoted to laborious instruction in the subject.—*Educator-Journal.*

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The Measure of a Teacher's Efficiency.

By Superintendent Edwin P. Seaver, Boston, Mass.

[From Report of U. S. Commissioner of Education.]

A teacher's efficiency or teaching power, like any other natural power, physical or spiritual, can be known and measured only by its effects.

The efficiency of a machine is measured by the amount of work it will do in a given time against a given amount of resistance—as when we say that a steam engine or a dynamo is of so many horsepower, our unit being accurately defined as the power required to raise 33,000 pounds one foot in one minute against the force of gravitation.

The efficiency of a source of heat is measured by observing the rise in temperature of a given quantity of water to which the heat is applied. The efficiency of a source of light is measured by counting the number of candles required to produce the same illumination.

These are physical powers, and it has been a leading task of physical science to devise methods and instruments of precision for the accurate measurement of their effects.

Teaching power, on the other hand, is a spiritual power, mind operating on mind; and mental science has not yet devised precise methods of measuring the effects of such operations. Therefore quantitative expressions applied to teaching power must needs be metaphorical and vague, not precise and literal.

We do indeed know that the resistance against which teaching power works is often very great; but we also know that it is variable, not constant and measureable like the force of gravitation. An idea may perhaps be conveyed by describing a man or a woman as "a 33-boy-power teacher;" but only vaguely to the minds of persons not acquainted with the boys.

Again, there is no ascertainable fixed ratio between the enthusiasm of the teacher and the degree of warmth with which a given number of pupils interest themselves in their

studies; although there is no doubt that a relation of cause and effect here exists.

Nor has intellectual brilliancy yet been measured by anything analagous to candlepower. It can only be estimated relatively in terms of more and less.

The rank lists of school and college purport to do this with a fineness of discrimination really unattainable, and therefore unjustifiable. All that can be said safely is that the brighter intellects are registered in the upper and the duller ones in the lower part of the lists.

Merit lists have lately come into use in some of our largest cities for the purpose of determining priority of appointment among candidates for teachers' places, especially where the number of candidates is much greater than the number of places to be filled. This condition arises where a city normal school annually graduates many more teachers than can possibly be employed in the schools of the city within the twelve months following their graduation. The accumulation of unemployed normal graduates thus caused constitutes a serious menace to the integrity of school administration. It produces all sorts of personal and political solicitation and pressure. It embarrasses the appointing powers so much that they have been obliged to resort to merit lists for protection against suspicions and charges of favoritism.

Nobody claims that the teacher standing at 87½ per cent on the merit list is any better than the teacher standing at 87 per cent; but every right thinking person will admit that it is better to have priority of appointment determined by such relative standing than it would be to have it determined by political pull or personal influence.

The schools of our cities and large towns will never be clear of politics until there can be made a thoroughgoing application of the principles of civil service reform to the teaching service. That is the school reform most needed today almost everywhere—a reform in the methods of school administration in so far as these pertain to the selection, appointment, promotion and retention of teachers.

But to return to our main line of thought. Notwithstanding the inexactness with which our estimates of teaching power or efficiency must be expressed, it is necessary that we make such estimates both in our own case and in that of others, for this thing called efficiency is the very commodity which we are all buying or selling in the educational market.

Commercially speaking, we can easily feel the difference between a degree of efficiency worth $1,000 a year and a degree worth $3,000; but the difference between $500 and $550 worth of the same commodity is not so palpable.

So, in a rough approximate way we do estimate, for purposes of employment, the value of teachers' services; and the chief factor in such estimates is or ought to be efficiency. It is therefore worth while to note some leading elements of personal character and attainment which indicate efficiency.

First in practical importance is the power of control. It is the power of holding the attention of numbers of persons through given periods of time for the purpose of instruction. It secures obedience, good order, and industry through interest in the business of the school. It is the attribute of a commanding personality in the teacher—easily recognizable when present and when absent leaving the would-be teacher in a sorry plight.

This power of control is a native inborn faculty bestowed on men in different degrees, and on some not at all. No one can tell whether he has it or not until he has tried.

Doubtless, this natural faculty, when present, can be strengthened and improved by exercise; it can be guided by better and better judgment with more and more experience; but the utter lack of it can not be made good by any array of other estimable traits of character. Lack of control is fatal to efficiency. There are many most excellent men and women who can not keep school. They were not born for it. Some have tried it and discovered their lack. It is fortunate when this discovery is made early in life.

Many years ago there was a young graduate of Harvard College who decided to take up teaching for his vocation. He belonged to a family distinguished for intellectual ability and moral worth, and he was himself possessed of much force of character. One who knew him in later life would have said he must have had a commanding personal presence in the schoolroom. But his early attempts at teaching were sad failures. No effort in his power could gain him control of a room full of boys in the Latin school. He soon resigned in bitter disappointment and went to the college president for advice. "Enter the law school," said the president, "for that is the best place for a young man who does not yet know what profession to take up." This wise advice was followed, but the young man was not to become a lawyer. His true vocation—or calling—came to him presently in the voice of

an inspired preacher of the Gospel. He left the law school for the divinity school, and in the fullness of time became one of the most renowned preachers in America. For him his early failure in teaching was a most fortunate experience, or, if you will, it was Providential.

Instances like this may show the disappointed young man or woman that failure in teaching is not necessarily failure in life. It is fortunate when the failure in teaching comes so early and is so decisive that the person is left in no doubt as to the wisdom of choosing some other occupation.

The unfortunate and troublesome cases arise, not from an utter lack of the power of control, but from the possession of only just enough of it to escape decisive failure.

There are assistant teachers whose feeble power of control must needs be reinforced by the authority of the principal or by the help of the other teachers. They are in continual need of such support and are apt to complain if they do not get it. Such assistant teachers, who do not assist but require to be assisted, are a drawback on the efficiency of the school as a whole, and they ought not to be retained long in their places.

Unhappily, however, in cities or towns where permanency of tenure is established by law or custom, such teachers are apt to be carried along from year to year to the slow but sure detriment of the schools. Their places ought to be taken by more efficient teachers; but the difficulties in the way of making the necessary changes, as experienced superintendents too well know, are often quite insurmountable.

The question may here be asked whether these remarks apply to the case of beginners. For certainly the beginner is not infrequently deficient in the power of control, and for a time may justly expect the support of the principal and other teachers. Now if such support can save the young teacher from lasting failure, it should unquestionably be given. Especially effective can such support be made where the difficulty arises not so much from a deficiency in the native power of control as from bad judgment in the use of what power there is. In such cases the support of more experienced teachers will best take the form of kindly criticism, advice and suggestion.

Apparently every large city school system must be worked under the ever present necessity of training an adequate number of beginners each year to keep the teaching force fully recruited. These beginners are mostly daughters of the citizens; and it is well that this should be so. Hence it is a wise

policy to provide that young teachers shall not be discarded immediately upon the failure of their first attempts at teaching, but shall be permitted to repeat their trials under changed conditions and expert advice until it becomes clear whether or not they possess power of control enough to reach ultimate success.

But it is surely not a wise policy to continue such trials too long. No duties of the principal and of the superintendent are more important than these: (1) to support and advise young teachers in their early efforts to govern their classes so long as there is a fair prospect of success, but (2) to procure their discharge when a reasonable probation has resulted in failure. This last duty is also disagreeable, for it goes against one's sympathies as well as against the wishes of the failing teacher's friends. But the schools can not reach high excellence if too much indulgence is granted to beginners of doubtful ability.

The mere fact that a teacher has control of his pupils, taken by itself alone, is not enough to decide the whole question of efficiency. Control argues efficiency, it is true, but it throws no light on the kind of efficiency that may be at work in particular cases. For such light we must examine and estimate the motives which have led the pupils to submit to such control as exists.

It may be a control due to fear of the birch or to hope of sugar plums. Better this than no control at all; but the motives thus brought into play have not a high ethical value.

The best kind of efficiency is displayed by the teacher who skillfully plays upon the whole range of children's higher motives, and so produces harmonies of action which the inefficient teacher, harping unskillfully upon one or two of the lower motives, can never evoke.

The psychology of motives is the most interesting and profitable study in which a teacher can engage, and proficiency therein certainly adds to his teaching power.

The popularity of a teacher is often held to be a measure of his efficiency, especially by those who can form only inexpert judgments. Popularity is such a dominant factor in politics that the force of it is apt to be felt in the educational field. And it may be admitted that a teacher popular with his pupils is usually so because he is possessed of amiable characteristics, and that such a teacher can do more and better with his pupils than can an unpopular teacher.

But popularity as a measure of efficiency should be used with careful discrimination. There is a superficial popularity of the kind sometimes tested by voting contests carried on by the newspapers, and there is an unwholesome popularity which is sometimes obtained by weak concessions to the whims of pupils, or by compliance with their desire to escape work, or by some form or other of coddling. Such kinds of popularity do not argue efficiency.

Perhaps the most commonly used measure of a teacher's efficiency is the result obtained by examination of the teacher's pupils. On the value and effect of examinations made for this purpose a few summary remarks are all that our time allows.

In the first place, the teacher himself may be the examiner. By being the examiner he can learn something of the merits and defects of his own methods of teaching—that is, can measure his own efficiency. All good teachers turn examiners from time to time in order to test their own work and incidentally to discover defects in their teachings. These they will remedy without necessarily disclosing them to another person. Next, the principal of the school may be the examiner. His purpose may not be to test the efficiency of each individual teacher so much as to determine the fitness of the several classes for promotion or to regulate the course of work in each teacher's room according to the plan prescribed in the course of study.

Incidentally, however, these examinations may disclose various degrees of efficiency or inefficiency in the assistant teachers. But such disclosures are always open to the suggestion that the questions of the examiner have not been suited to the instruction of the teacher. Unless a principal be very careful in adapting his examinations to the instruction actually given, he will find his better teachers complaining of being hampered.

Going a long step farther away from the teacher, we find the examiner to be the superintendent of schools. His examinations should be and are usually of the regulative (*a*) kind, although the results of them may be used in the promotion of pupils. But in a large system of schools the superintendent can not possibly attend to the details of promotion, nor can he hope to prepare a paper of examination questions which

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(a) By regulative examinations are meant such as are intended to guide or regulate the efforts of teachers in carrying out the course of study. They are intended to give the teachers impressive suggestions but not to bring them to the bar of judgment.

shall be well suited to the actual instruction given by any large number of individual teachers. He is, therefore, not entitled to judge of the relative efficiency of the teachers by the results of any general examination he can prepare. Gross inefficiency he can discover in this way, but not the slightly differing grades of efficiency. All discoveries of this kind are made in a far better way, namely, by personal visitation in the rooms of the several teachers. Superintendents' general examinations, if used at all, should be limited to their one justifiable function—that of regulating the work of teachers under a general plan or course of study, so that the best educational results may be got from the operation of the school system as a whole. They should not be used for the purpose of rating the efficiency of individual teachers. Any superintendent who so uses them will soon find his best teachers remonstrating on good grounds.

Still farther away from the teacher are examinations held outside the school system altogether. Such, for example, are the examinations for admission to college.

It is not unusual to find teachers of preparatory schools counting the number of passes and of failures among their pupils in the college examinations for the purpose of estimating their own teaching power. This is a perfectly natural and right thing to do under the circumstances; but it is a mistake to make success of pupils in passing college entrance examinations the sole criterion of the teacher's efficiency. A far better criterion is found in the success with which these same pupils pursue their college studies after admission. An intelligent mother living in Boston had two sons in a certain preparatory school. She complained one day to a friend that her boys had no time to give to some matters not included in the course of instruction in the school and which she thought necessary for the boys' education. "My dear madam," said her friend, "you must not suppose they are educating your sons at that school; they are only preparing them to pass the examinations for admission to Harvard College."

The best teachers and the best schools hope to do something more and better with their pupils than merely fit them to pass the entrance examinations. For this reason the examination method of admission to college has to some extent been superseded by another known as the certificate method. Under this latter method the college authorities no longer judge of the preparatory teacher's efficiency by reading the entrance examination papers of his pupils, but by visiting his

school to see him teach and by watching the progress of his pupils after their admission to college. The certificate method places greater responsiblity upon the teachers and especially upon the head of the preparatory school, and the effect of this is undoubtedly to enhance the efficiency of the teaching.

Time fails us for a full notice of many interesting characteristics which make for a teacher's efficiency. We must pass over such matters as his scholarship, his joy in learning, and equal joy in teaching, his knowledge of the principles and methods of education, his moral earnestness, his justice, his clemency, his firmness clothed in gentleness, his courtesy, his sympathy with the young and familiarity with their thoughts and ways, e. g., interest in their athletic sports, and last but not least his physical health. All these are inviting topics, but the final word shall be reserved for the crowning one of all, the distinguishing characteristic of all great teachers, the power of insipration. This power of insipration is the highest power; it transfuses and vitalizes all other powers; it kindles in pupils intellectual enthusiasm, moral enthusiasm, or both; it leads pupils to lay part hold on the higher purposes of education; and so it is the power whereby the teacher makes permanent impression on his pupil's character.

It is power of inspiration that has made Thomas Arnold of Rugby remembered, and Louis Agassiz of Cambridge, and Mark Hopkins of Williams College, and Francis Wayland of Brown University. Your memories will readily extend the list.

It is this power of insipartion that has distinguished in greater or less degree all good teachers. In looking back over the course of our lives we all can remember some teacher who first awakened our interest in some department of knowledge or set our heart upon some worthy purpose, and so influenced the subsequent course of our lives. This is our conscious recognition of our teacher's power of inspiration. What this same power may have wrought in us unconsciously to ourselves we can not directly know. That this effect may have been great we are prepared to admit by what we observe in others. Do we not sometimes recognize the past pupils of a great teacher by a certain stamp they wear in mind or character which came from him?

All teachers should earnestly desire to possess the power of inspiration and to possess it abundantly. For by this power, chiefly, is measured their efficiency; and by this power is determined the ultimate value of their work. As already said

all good teachers possess this power in greater or less degree. It is this that makes them good teachers. All good teachers seek to increase this power by keeping their minds ever open to the sources of inspiration. All good teachers know that work without insipration is drudgery, profitless alike to teacher and pupil. Loss of inspiration means failure in the higher purposes of education.

If there were to be revealed to the oncoming host of young teachers in the land, as there is said to have been revealed to the Roman army under the first Christian emperor, a sign from heaven by which to conquer—"in hoc signo vinces"—we might well expect that the sign would be this one word—"inspiration." Let inspiration, then, be the word inscribed on our banner and taken into our hearts.

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Over-Pressure.

By Geraldine Hodgson.

[In Journal of Education, London, Eng.]

One of the most urgent, and at the same time contentious, of educational problems is over-pressure. Its importance is immediate, because, if it exists, it is doing vital harm now; if it does not, the bogy of it should be slain and removed—since the age of bogies is past, they are no longer considered salutary.

The human body, so say the physiologists, generates a certain amount of force in a given time, on given resources. It also, on the same authority, asks for seasons of repair.

Now over-pressure must mean one of two things: either a greater amount of force is demanded of the body than is justified by the time allowed and the nutriment given; or sufficient rest is denied—rest being time to be expended on nothing but what should be the silent unconscious processes of restitution. This is worthy of note because recreation and rest are often treated now as if they were synonyms. No one will deny that in the "big world" over-pressure exists. Preachers, teachers, philosophers, all alike bewail the feverish restlessness of modern life; its bustle, its noise, its hurry, its superficial success built on rocking foundations; its pretence which has taken the place of strength; its jerkiness of effort which has supplanted resolute strenuousness. Medical men not only can, but do, testify to the present frequency of "nervous breakdown." This is a disease estimated variously.

Those few and happy people who can still say they do "not know what nerves are." treat it with contempt. The mass, who have not suffered it yet, but feel that they may, look at it rather as a jibbing horse eyes a piece of unexpected white paper on his path. Those who have suffered it either accord it the overmastering victory it has gained, or, if of stronger fibre or happier destiny, hold it as one of mankind's worst foes, to be fought against by every weapon of reason and morality, to be driven back inch by inch relentlessly, till it is beaten out of the field. But, however it is viewed, it is sheer waste to the individual and the nation. On the hypothesis of contempt, a man or a woman may be a "poor thing"; but it does nobody any good for a poor thing to become a perfectly useless one. If he cannot be improved, yet, if any effort or wisdom can keep him on the level and off the down grade, why, common sense says: exert the effort, use the wisdom. Qualifications of a statement are subject to two inherent defects. Put in, they are tedious; left out, their omission damages the position.

Two must suffice here. First, let it be said that the statement that over-pressure exists is not identical with the statement that we are all over-pressed. In this place all that is meant is that it exists sufficiently to be a grave danger, and that experience seems to suggest that it is also a growing danger. The second is the obvious one that an amount of activity which overdoes one person may be a "nice day's work" for another. Over-pressure begins when—to use the expressive word employed lately in certain mills—the worker is "driven," whether by an employer, by opinion public or private, or by a distorted sense of duty. To stop hyper-activity of human life by any legislative means is of course impossible, for the present; some commercial men will ruin themselves in their effort to outstrip rivals; some athletes will sacrifice their future capacity to break a record; and noisy advertisements will open up ever fresh markets for worthless goods. But there is a more effective weapon at hand than force, physical or legislative: there is the silent potent strength of habit. If we really want strong, capable, strenuous, healthy men and women instead of nervous breakdowns and an entry into asylums ever increasing in greater proportion than the growth of population, it is a pity to make over-pressure an educational system. And that may happen, if it has not done so already. Tendencies of opinon and habits are formed in youth—that is at once a platitude of education and a law of the human animal.

Locke's *tabula rasa* is discredited now: the infant mind, if it must be pictured, is rather a palimpsest than a white sheet. What will happen, say a century hence, to a child if he comes into the world with tendencies to over-haste inherited from bustling forbears, only to find a system of education which hurries and drives him more? The wisdom of waiting, the patience essential to slow construction, the calm for reflection, these are among the qualities for which over-pressure has no room and sees no use.

In education, over-pressure may be physical—the kind of system which approves too long hours, which crowds too many subjects at once into sated minds, which requires violent physical exercise from a child already weary with intellectual effort. (In this last case the argument of "change of occupation" will be cited. But, if the force generated be exhausted on one occupation, rest—not "recreation"—is the suitable change.)

But a worse species of over-pressure is that which is intellectual rather than physical, which will sacrifice mental training to immediate material ends. It is natural enough, if deplorable, that men and women engaged in the actual business of life should sometimes, when necessity presses hard, seize on the nearest means and lose sight of the end. But what is more or less unavoidable in their case is not pardonable in those who undertake the training of children; who, so it must be supposed, have thought the thing over. Theory must be pure if practice is to be even moderately filtered from evil matter.

"L'art de passion," said Amiel in his plea for mental serenity, "est sur de plaire, mais ce n'est pas l'art souverain." We do not, however, expect to find it "pleasing" to educationalists. Should not the end of their efforts be the "sovereign art"? To control the passions (all of them, not only those which corrupt the body, but those, like hurry, superficiality, restlessness, overleaping ambition, noisiness, which war against the soul) is the art of education.

To confound feverish effort with strenuousness is becoming apparently a very common mistake. To over-work without recking the consequences (and that not in a sudden emergency, but as a continuous practice so long as strength endures) seems in some quarters to be deemed the last new virtue. And yet all the enduring achievements of the past, the literatures of the world, its governments, its laws, its buildings, its great men even, in some measure, have been

the work of men who could allow themselves time to think, quiet for contemplation, and occasional periods of repose. Of many of us today how true are Amiel's words—"il leur faut toujours des effets, des actes, du bruit, de l'effort"!

Struggle and noise in the world outside, if it must be, we will suffer. But in the schoolroom why not keep still the "seed growing secretly"? If it be inevitable, as it probably is, that the onward movement of invention and the accompanying growth of population make the slower methods of our fathers impossible, such a condition will be hastened incalculably and injuriously if children are taught all through their most receptive years that these things are not only inevitable, but admirable. The taste for short cuts everywhere must end in dislike for, and distrust of, all those parts of human life and thought to which there are none. We may see this already in the crusade against the classic languages. The opponents of these are not content with arguing that, as at present taught, they do not bring good results, but rather they consider them intrinsically useless. The patience, the continued effort, the perpetual bracing of the mind to get at the kernel of the matter, these are to be sacrificed to the more easily acquired languages which give commercial advantages. No one wishes to belittle the charm of modern tongues; as Mr. Morley said once: "No one who reads French need ever spend a dull hour."

But the contention is not that modern languages are better training, but that they are more *useful.* When the word "useful" is employed thus, its meaning may always be translated in terms of pounds, shillings and pence. But the matter does not end so easily. "Useful" knowledge is not the one and only sort worth acquiring even for pecuniary ends. It may be quite true that, if two boys of average intellect were trained, one on the old classical lines, and the other on the newest method of cram and competitive examinations, stress being laid on modern languages (it may be noted parenthetically that a firm of publishers are bringing out a series of *commercial* language text-books), and then were put into a house of business, the latter would succeed most palpably at once. But would he, when unforseen difficulty arose, be as well able to cope with it, this person of selected text-books and special systems, as the one who had learned by slow and steady degrees to pluck the heart out of a few subjects, even if he did not grapple with so many at once? If it should turn out to be unfortunately true that, to maintain our commercial supremacy, we must sacrifice some of our population in this way, yet we need not call the

process an educational system. Habits of thoroughness cannot be instilled into children whose school life is a continual rush; nor can they learn them from a perpetual stream of facts poured into them by teachers or manuals; nor can they learn them if their so-called leisure is filled with games which are less recreation than a fresh attack of fever, a little different in kind.

But over-pressure, in education at any rate, is scarcely deliberate and planned yet; it is more or less the result of three causes. The first is the badness or insufficiency or unsuitableness of much early education. There are people who fancy or who act as if they fancy, that a child can be neglected till fourteen or so, and then that everything can be put straight in a couple of years at school. Then, again, early education is often insufficient, that is, parents do not begin early enough to realize the value inherent in twelve months; they think there is "plenty of time," whereas average children want all the time that nature has given them. If something solid be acquired slowly and steadily every year with plan and foresight, there need not be over-pressure to secure results something more than mediocre.

Perhaps more early education is rather unsuitable than really bad. It is true that many children show no marked proclivities, at any rate, until they are grown up. But too often those who do are thwarted or neglected. It may be a consequence of the general hurry of life that scant attention seems to be paid to natural bent; almost any circumstance being allowed to weigh more in the choice of his future occupation than a child's own capacities and tastes. It is true that some children never have a bent; but attention given to the matter is rewarded occasionally by the appearance of very definite tastes, which might have remained dormant till too late had not some elder person, wiser by experience than the child could be, pointed out to him the signal importance of spending the major portion of his life in a suitable and congenial occupation. The duty of "doing the thing that's nearest" has, for some unaccountable reason, overshadowed the duty of "doing the thing that's fittest." It is odd that a nation which has accepted the most convincing argument in favour of free trade—viz., that under it the *natural* gifts and capacities of nations are utilized to the utmost—should have missed the application of a similar truth to individuals. It is extravagant to say that, as a nation, we do not take half enough trouble to develop our children's latent tastes, and find then the occupations for which those tastes fit them? Even "over-pressure" might gain by a change here,

since we can all work longer and harder at a congenial than at a distasteful occupation.

A second cause of over-pressure is the cheapness of education. To teach difficult subjects to a great number of children at once, in several different stages of receptiveness, and that in a given time, would tax Socrates himself severely. To excessive numbers is added the exaggeration of the competitive examination system which obtains among us. It has been raised gradually into the position of the one all-sufficient test, though every one who knows anything about it knows that it tests some people wrongly, and some not at all. There must be examinations. But need there be so many, especially for growing children, and need they be quite what they are? For example, is it worth while so to over-work school-children for preliminary examinations—as is done in some schools—that when they arrive at their degree examinations they are too weary to do anything approaching to their best? Again, though to get a First Class in a degree examination is worth an effort—worth a great and sustained effort, since it is a satisfaction at the moment, and, moreover, should failures come thickly in after-years, it is pleasant to remember that one succeeded once at least—yet is it worth while to sacrifice the future to the preparation for it? It is an old gibe, not perhaps without some shred of foundation, that Senior Wranglers are not always heard of again.

The whole educational problem has grown quickly in the last fifty years. Now that irrefutable proof is forthcoming that certain feats deemed impossible aforetime are not so in reality, has not the time come to review the whole question as a national one? If the review should be made, why not face the problem of over-pressure?

No one who really wishes to learn nowadays need complain of lack of opportunity; the vaunted ladder is complete to its last rung. Is it equally true that the education offered is as perfect as it could be made? Are children and young people taught, not here and there, but in the majority of schools, that steadiness, not restlessness; persistence, not jerkiness; endurance, not a sudden start forward; indefatigable courage, not spasmodic effort, are the best methods of gaining knowledge, the surest avenues to secure serene, successful life?

Some Results of High School Education.

An Address Given at the Dedication of the New Arroyo Grande Union High School Building, August 20, 1906, by Frederic Perley Johnson, Superintendent of Schools for San Luis Obispo County.

The American people as a whole believe in the saving power of education. We say, educate the people, that they may understand the institutions of our splendid republic, and that they may answer the questions of local and national affairs with votes directed not by prejudice or passion but by fair-minded intelligence. And we prove our faith by expending on our public schools annually nearly two hundred and fifty million dollars.

Stated generally, the result expected from our investment is intelligent citizenship. Let us now look a few minutes at the result more specifically stated, and, since we are gathered here today to dedicate this building to education of high school grade, at that kind and quality of result that we may fairly expect from high school education, with especial emphasis upon that feature in the result which is of the highest worth.

Various tests of education have been proposed from time to time by scholarly men. One of the best that I have seen is that given by President Butler of Columbia University, in these five divisions:

1. Correctness and precision in the use of the mother tongue.
2. Those refined and gentle manners which are the expression of fixed habits of thought and action.
3. The power and habit of reflection.
4. The power of intellectual growth.
5. Efficiency, the power to do.

To just what degree high school pupils may be expected to meet the requirements of this test, I will not undertake to state; but I do affirm that the test indicates lines in which results should be expected. It is fair to insist that pupils completing the four years course in this high school, or any high school as well equipped, should have a modest measure of skill in reading, speaking and writing the English language. Upon this we cannot insist too strongly. It is significant that this point stands first is order in the requirements of President Butler's test. Universally, easily, quickly, the scholar can apply the language test to any acquaintance of whose formal education he wishes some knowledge, and the average citizen, although he himself may lack a high school

education, is not slow to measure a man whom he meets for the first time by the language the stranger uses, not merely his vocabulary, but the clearness, the force, and the adornment of his speech. Many a man who is himself far from being, or claiming to be, a scholar, has a keen sense of the charm of first-class English. This mastery of the mother tongue, a mastery so delightful to all concerned and so valuable in all human affairs, should be (in an appreciable degree) an acquirement of a high school graduate.

The second feature of the test, "those refined and gentle manners which are the expression of fixed habits of thought and action," is one upon which we, as a people, are inclined to place too little emphasis. Our thought seems to be that a pupil's behavior is satisfactory so long as the pupil keeps out of mischief detrimental to the work or the good order of the school. Our expectation should be higher than that. We should look not merely for absence of rudeness and roughness and thoughtlessness of others, but, positively, for uniform courtesy of the pupils towards one another, towards their teachers and their parents and the public in general. We do not undervalue one whit the ability of our boys to run and shout and knock out a home-run, nor that of our girls for climbing the hills and playing tennis and basket-ball. That kind of expression of life receives its due emphasis. But is it not clear that the other side of life does not receive emphasis enough? Should not high school graduates be intelligent enough to know that noise is not force, nor always the sign of force? That it may be, on the contrary, an indication of weakness? Are they not mature enough to appreciate "the power of gentleness?"

"Fixed habits of thought and action," President Butler's basis of the desired "refined and gentle manners," belong, it is true, to mature men and women rather than to young folks in their teens. Yet the habit of centering one's powers upon a given object or idea, the habit of mastering a specific task, the habit of separating the essential from the unessential, the habit of distinguishing between right and wrong, the habit of observing and thinking—these habits should possess the high school graduate (or be possessed by him, as you please) and should help much to establish that quality of being requisite for good manners. With due allowance for the immaturity of the high school graduate, we may in some measure guage his education by his manners.

The third point of the test, "the power and the habit of reflection," involves with the expressed thought one also that is implied. The expressed thought is that a young man with high school education should have a tendency and an ability to think about what he sees; the implied thought is that he should see what he looks at; that he be mentally alert, wide-awake.

Surely, if a high school graduate can see what is going on about him, if he is very much alive to the facts and events that come within the range of his experience, and then if he can so earnestly and straightforwardly think upon them as to give them their right place and meaning and value, he is certainly in a fair way to prove himself a useful citizen. Any education that does not in some little measure help a boy to clearness of vision and power of interpretation is defective. The education furnished by this school will doubtless be tested in the future years by what it will have done for its graduates in this direction.

Very closely related to this point is the next one, "the power of intellectual growth." That intellectual growth is in some pupils limited by physiological conditions and by inherited tendencies is beyond question. Teachers of experience are well aware that some pupils appear to reach their limit of intellectual attainment in the grammar school years. Other pupils may reach their limit of mental growth in the high school course. But a strong lad, whose mind has at no point in his schooling been overtaxed, should feel when he leaves the high school that his mental growth has just begun. As stated a moment ago, he should have such a power and habit of observation and reflection as will ensure his mental growth, for it is from the exercise of just such power that mental growth comes. And yet, no man can predict just how far forward in the line of intellectual attainment the best of high school educations will carry any pupils, there are so many influences with which they may possibly have to contend. We believe, however, that a faithful pupil should be aware, when graduated from the high school, of a power just awakened within him, and that in many instances that power will be evidenced to others by a steady intellectual growth justifying the high school's work.

The last point of the test, "efficiency, the power to do," is the one that probably more than any of the rest suits the American way of looking at life. *What can you do?* is the great question with which every young man going out into

the world today is met—in the United States at least, and I believe that the world is becoming Americanized in spirit. We want our young men educated in respect to language, manners, power of thought, capacity for growth, but most of all in respect to achievement. Some hard-headed men may fail to appreciate the finer intellectual equipment of a high school graduate, but they will not fail to notice any application of mental insight and energy to everyday affairs, any evidence of the graduate's power to get things done.

Precisely what degree of efficiency the high school graduate should possess, no man can state. Precisely what degree of efficiency any particular high school graduate does possess, the graduate himself does not know. That can be found out only by trial. But the boy whose work has been so faithful and well balanced as to fit him to meet in some modest degree the points previously considered in this test of education will surely not fail altogether in meeting this last one. The boy who has a fair mastery of his mother tongue, whose manners are gentlemanly, who can and does see and think, and who can still grow intellectually, will certainly have power to do something worth the doing.

And it is just this power of doing things that our wide-awake boys covet more than anything else. I believe they can appreciate the words of President Roosevelt—who, somebody has well said, is so popular because of the eternal boy in him—when he says, "In this world the one thing supremely worth having is the opportunity, coupled with the capacity, to do well and worthily a piece of work the doing of which is of vital consequence to the welfare of mankind."

Now I wish to call attention to one feature of school life that is eminently suited to build up a pupil's power to do, namely, the requirement that a pupil master each day's lesson as it comes. The pupil faithfully meeting that requirement forms one of the most valuable habits of life, the habit of doing the thing that ought to be done at the time when it ought to be done; and this habit results in another of equal merit, the habit of success.

I read some time ago of a man who, having charge of a small mine, was offered the management of a very large one. He accepted the offer. A friend asked him how he, with his limited experience, dared to venture into so big an undertaking. He replied: "Well, I have always succeeded in everything I have undertaken yet, and I believe I can succeed in this matter." The habit of success, the habit of master-

ing his work, of getting things done, carried him right along.

There is one quality that must be found in everybody that hopes for any lasting success, the quality of dependability. This means that this complicated life of ours calls for men and women, alike for leaders and for filling up the rank and file, who can be depended upon to do the thing that ought to be done at the time when it ought to be done, and to hold themselves back from doing those things which they ought not to do.

This means simply that the world has great need today of workers of sterling character—character of the upright, downright, heroic sort. No one who reads our daily papers can be blind to that need. Every business man of large interests is keenly alive to it. And we want the young men and the young women who go out from this high school with a measure of formal education to know, and to be thoroughly convinced deep down in their hearts, that the best and highest result of the training within these walls will be whatever gain they make in purity and strength of personal character. And we who watch them step out into the world will value their education most of all as it has given them power and willingness to do their duty.

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Suggestions.

By S. M. B.

Though California provides for school libraries, something that Washington does not do, yet in some school matters the state of Washington is in the lead.

Every applicant for a teacher's certificate in Washington must pass an examination in the school law and constitution of that state before receiving a permanent certificate, even though he holds a diploma from an accredited school.

All questions for teachers' examinations and all teachers' permanent certificates issue from the State Board of Education, the State Superintendent of Public Instruction being chairman of the board. This necessitates sending all diplomas held from accredited schools as well as the examination papers of all applicants for certificates to the state board; this is done, though the examinations are held in each county under the eye of the county superintendent. The state board passes upon the papers and issues two grades of *common* school certificates upon the merits of the papers. A first grade for five years; a second grade for a shorter term.

Anyone who will compare the plan of having one examining board with one standard of merit for each grade of certificate issued, with the plan of having fifty-seven examining boards with fifty-seven standards of merit for each grade of certificate issued, must see how much more simple and just the first plan is than the last.

A state board is more apt to be impersonal and unprejudiced than a county board.

There are fifty-seven boards that examine teachers in this state, perhaps more. I wonder if there are fifty-seven medical examining boards in this state; fifty-seven dental examining boards; fifty-seven mine inspectors' examining boards, and so on through the whole list of examining boards. And when a person passes an examination at the hands of one of those boards I wonder if he is up against it when he sends his papers to or goes before the second board of the same kind?

After a teacher receives a state certificate in Washington, he may take that certificate to any county in the state and present it to the county superintendent, together with his teacher's contract signed by the district directors and himself, and that county superintendent stamps the date and his signature on the certificate and records the contract. Then the teacher begins his school. This system makes certificates of the same grade equal throughout the state.

The eighth grade examination in Washington is not conducted by the teacher whose pupils are aspirants for eighth grade certificates. That rule is not uniform in California.

To put a teacher in charge of his own pupils in such an examination is to put him in great temptation. When he sees those pupils, for whom he has pity and sympathy, floundering over answers to questions for lack of knowledge, unless he has a will of iron, he will throw out hints and suggestions which a disinterested person would not give.

About one of the books used in this state. There is a chapter on government in that part of the state primary geography which fourth grade pupils take. It would be difficult of comprehension by anyone who had not studied the structure of our government in a work with many explanations. The poor fourth grade pupils can not pronounce the words.

Why wouldn't it be a good plan for the state to employ some well equipped lawyer to write a readable story of government, within a child's comprehension, beginning with the

elements: a precinct, a vote, the polls, and so on through judges of election, county officers, their duties, state officers, their duties, how a bill is introduced, the process of making it into a law, etc., etc? If such a book were written as vividly and simply as only a great lawyer could write it, the sixth and seventh grades would be the youngest pupils who could comprehend it.

I will say for that primary geography, with the exception of the chapter on government, that it is a most suggestive book not only for the pupil but for the teacher, and that chapter might be elaborated into a book that would take the mind and heart of children.

* * *

The Preparation of Girls for the Duties of Life.

By Ossian Lang, in "The Forum."

This brings up the whole question of the preparation of girls for the duties of life. The problem is an entirely new one, and a solution is urgently demanded. A small child told me a few days since, with utter astonishment, that she saw "a trolley-car drawn by horses." Yet the schools in general have not taken cognizance even of the fact that the stage-coach and the horse-car have been retired. Their programs do not reveal the tremendous changes which have taken place in the economic field. They do not seem to know that the proportion of men and women in certain lines of occupation has been wellnigh reversed. They need to be told that an education which does not prepare for the realities of adult life is a fraud upon humanity.

What of the girls now growing up? The family ideal has become inadequate under the stress of the newer economic demands. At the same time, it will be a sad day for civilization when the home ceases to be regarded as the basic unit of society. The young girl of today who looks forward to matrimony as the aim and end of her existence is in a pitiable plight. The number of men worthy to be the stay and support of a woman, and able to meet the requirements of a household, is relentlessly diminishing. On the other hand, a girl who enters upon a work requiring considerable preparation can hardly be expected to dismiss forever her business interests on the eve of her wedding day. If she does yield them lightly, she is of little value to the world, and her family will be none the richer for her having shared in the business of life. We expect of her—as we do of boys—that she shall devote her

best self to whatever occupation she may turn to. Makeshift and time-serving laborers suffer serious consequences in their character.

What can the schools do? There is no doubt that they were originally instituted for the boys. From the start the programs were shaped by the need of the learned professions. They have never got away from this basis. The colleges have kept elementary and secondary education in the bondage of tradition. In the course of time various pedagogic excuses were invented to account for the school programs as if they were moulded wholly by the general needs of humanity. "Mental development," "harmonious development of powers," "formation of character," were convenient terms behind which antiquated notions could be kept alive, concealed from the vulgar gaze. Once having placed the schools on the platform of "mental development," "h. d. o. p.," "f. o. c.," etc., there appeared to be no reason why the girls should not be included under the same program.

Attempts to humanize the teaching of the schools have invariably met with opposition from the guardians of the learned professions. When, in spite of this opposition, industrial and "practical" considerations, pure and simple, are establishing themselves, it is because the institutions for higher education are reluctantly compelled to acknowledge them, and they do it on grounds of physiological psychology.

Where do we stand now? Everything is beautifully systematized. Logic reigns supreme. The fact that real human needs of the young are not as logical is admitted academically, but not practically. The schools are machines. Coeducation, no doubt, is a great advance over the exclusion of girls in whole or in part from the educational opportunities held out to the boys. But under the relentless sway of system the outcome has been that boys and girls now pass through the same hopper.

Few special things are done for the girls. We teach them sewing, to be sure. But, as if it were a crime to teach something distinctive to girls, the would-be radicals asked immediately upon the introduction of this craft, "Why should not boys sew, too?" Another victory was to be won for deadly uniformity. But the human element in the people who pay the bills failed to approve. Sewing is taught to the girls. We teach them cooking, too, in a few schools. This is a splendid departure; and the freer it is kept from "scholastic" considerations, the more it will do for the

world. It supplies a basis for the argument which has been, and still is in some quarters, the Cinderella of education. Some day actual preparation for the actual duties of actual individuals will be frankly acknowledged as a form for school programs. What the Girls' Technical High School of New York City is ideally trying to do points out a way.

Every girl has a right to the fullest development of her womanhood. There is nothing more precious in the world than womanhood. The school which does not by all means in its power labor for the preservation of this treasure is neglecting a great opportunity. Yet, while womanhood and motherhood are ideally synonymous, the day when marriage was considered necessary for the support of a girl is no more. That girls still need to be trained in all that is necessary to make the most of the privileges and duties of motherhood no one will deny. But, aside from this, the girls, just as the boys, want opportunities to find for themselves a place in the economy of civilization. They want, and have a right, to be permitted and encouraged to make a choice, and to prepare for their chosen vocation with enthusiasm and the determination to succeed in the life of usefulness to come.

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Simplified Spelling.

Andrew Carnegie has given a large sum of money to promote simplified spelling. A Board has been selected with Brander Mathews at its head to take charge of the work. This Board has already recommended the form of three hundred words, including tho for though, thru for through, program for programme, catalog for catalogue, rime for rhyme, kist for kissed, mama for mamma, etc. This Journal adopted the simplified spelling in 1895. It is naturally in hearty sympathy with a well-organized effort to reform spelling. President Roosevelt has recently ordered the official list of three hundred words to be spelled in accordance with the rules of the Board in all correspondence and public documents. Teachers and others interested can get the literature upon the subject free by addressing the Simplified Spelling Board, No. 1 Madison Avenue, New York.

Here is an official list of the simplified words: Abridgment, accouter, accurst, acknowledgment, addrest, adz, affixt, altho, anapest, anemia, anesthesia, anesthetic, antipyrin, antitoxin, apothem (better than apothegm), apprize, arbor, archeology, ardor, armor, artizan, assize, ax, bans (not banns),

bark (not barque), behavior, blest, blusht, brazen, brazier, bun, bur, caliber, caliper, candor, chapt, check, checker, chimera, civilize, clamor, clangor, clapt, claspt, clipt, clue, coeval, color, colter, commixt, comprest, comprise, confest, controller, coquet, criticize, cropt, crost, crusht, cue, curst, cutlas, cyclopedia, dactyl, dasht, decalog, defense, carest (not caressed), catalog, catechize, center, demagog, demeanor, deposit, deprest, develop, dieresis, dike, dipt, discust, dispatch, distil, distrest, dolor, domicil, draft, dram, drest, dript, droopt, dropt, ecrumenical, edile, egis, enamor, endeavor, envelop, Eolian, eon, epaulet, oponym, era, esophagus, esthetic, esthetics, estivate, ether, etiology, exorcize, exprest, fagot, fantasm, fantasy, fanton, favor, favorite, fervor, fiber, fixt, flavor, fulness, fulfil, gage, gazel, geletin, gild (not guild), gipsy, gloze, glycerin, good-by, gram, gript, harbor, harken, heapt, hematin, hiccup, hock (not hough), homeopathy, homonym, honor, humor, idolize, imprest, instil, jail, encyclopedia, judgment, kist, labor, lacrimal, lapt, lasht, leapt, legalize, license, licorice, liter, lodgment, lookt, lopt, luster, mama, maneuver, materialize, meger, medieval, meter, mist (not missed), miter, mixt, mold, molder, molding, moldy, molt, mullen, naturalize, neighbor, niter, nipt, ocher, odor, offense, omelet, opprest, orthopedic, paleography, paleolithic, paleontology, paleoozoic, paraffin, parlor, partizan, past (not passed), patronize, pedagog, pedobaptist, phenix, phenomenon, pigmy, ploy, polyp, possest, practise, prext, prenomen, prest, pretense, preterit, petermit, primeval, profest, program, prolog, propt, pur, quartet, questor, quintet, rancor, rapt (not rapped), raze, recognize, reconnoiter, rigor, rime, ript, rumor, saber, saltpeter, savior, savor, scepter, septet, sepulcher, sextet, silvan, similar, sipt, sithe, skilful, skipt, slipt, smolder, snapt, somber, specter, splendor, stedfast, stept, stopt, strest, stript, subpena, succor, suffixt, sulfate, sulfur, sumac, supprest, surprize, synonym, tabor, tapt, teazel, tenor, theater, tho, thoro, thorofare, thoroly, thru, thruout, tipt, topt, tost, transgrest, trapt, tript, tumor, valor, vapor, vext, vigor, vizor, wagon, washt, whipt, whisky, wilful, winkt, wisht, wo, woful, woolen, wrapt.

* * *

The right view of this salary question is not to ascertain how little we can pay and keep the teacher from want, but rather how much we can pay to the devoted servant to keep her comfortable and happy and free from care that kills the power to inspire.—SUPT. E. M. VANCLEVE, Steubenville, Ohio.

Birth of California's Normal Schools.

By President Morris Elmer Dailey. State Normal School, San Jose.

[In "Journal of Education" of August 23.]

Soon after California was admitted to the Union the pioneer educators of the State, led by John Swett and A. J. Moulder, began to urge upon the Legislature the necessity for the establishment of a State Normal School.

State Superintendent Andrew J. Moulder says: "When I appealed personally to the members of the Legislature at that early day to pass the law organizing the school not a few of them admitted that they did not know what a normal school was. It was several years after I recommended the measure before legislators could be educated up to a knowledge and appreciation of the value of such an institution."

Finally an act passed the California legislature May 2, 1862, providing for the establishment of a state normal school and appropriating $3,000 for its support for five months. By this act the state board of education (composed of the governor, the surveyor-general and the state superintendent of public instruction) together with the city superintendents of San Francisco, Sacramento and Marysville, constituted the board of trustees of the state normal school.

The act further provided that the normal school should be opened in the city of San Francisco on or before the first day of June, 1862. Females of fifteen years or over and males of the age of eighteen years or over were entitled to admission upon declaring in writing their intention to engage permanently in teaching in the common schools of California. Those who would not certify to such an intention were charged a tuition of $5.00 per month. Two students who attended during the first term declined to sign thi sdeclaration and were required to pay tuition.

The board of state normal school trustees held its first meeting May 23, 1862, at which time Governor Stanford was elected chairman and Superintendent Tait of San Francisco, secretary.

State Superintendent Moulder offered a resolution by which the number of students admitted into the state normal should be limited to sixty. It seems that many thought that the school would be crowded, but on June 1 no students had applied; and when the school finally opened on Monday, July 21, 1862, in San Francisco, only six students were present; one man and five women. Ahira Holmes of San Francisco was principal.

At the end of the first term thirty-one students were enrolled, three of whom were men; and at the close of the year, May 14, 1863, four students received diplomas. This closed the first year's work of the first California state normal school. Since then the number of graduates has increased to 3,746.

The school continued in San Francisco until 1870. In March of that year the legislature selected San Jose as the permanent location for the state normal school, and enacted a law providing for the selection of a site and the erection of a building.

Some changes were now made in the composition of the board of trustees. By the act of the legislature the governor, the state superintendent of public instruction, and five others to be appointed by the governor were constituted the board of normal school trustees. In August, 1870, the board formally accepted from the city of San Jose for the use of the normal school the property then known as Washington square, containing over twenty-six acres. As provided for in the act the square was conveyed to them with the condition that whenever the state normal school should be removed from this site the land should revert to the city of San Jose.

The corner-stone of the first California state normal school building was laid October 20, 1870, and the school opened its first session in San Jose June 14, 1871. As soon as the school was permanently located steps were taken to organize a training school. The pupils admitted were taken from the public schools of San Jose, and their number was limited to forty. For the first year the senior class was not required to teach, but to spend some time in observation.

In 1891-2 the present training school building was erected at a cost of $47,500. The present 1905-6 enrollment of the training school is over four hundred, representing all the grades from the kindergarten to the high school.

At a meeting of the board of trustees held August 4, 1873, Professor Charles H. Allen was elected principal. The period of growth and expansion of the state normal school commences with the principalship of Charles H. Allen. He gathered about him a strong corps of teachers, men and women of strong personality and in thorough sympathy with normal school work.

On February 10, 1880, the original normal school building was burned. A large part of the library and a portion of the furniture were saved. The entire loss to the state was

estimated at $304,000. In a short time the present brick building was erected by the state at a cost of $149,000.

From the time the state normal school opened in San Francisco in 1862 until it opened in San Jose in 1871 the course of study was but one year in length. It opened in San Jose with a two-years' course, which was extended to a three-years' course in 1876. In 1894 the joint board of normal school trustees adopted a four-years' course of study for all the normal schools of the state, admission being based upon completion of the grammar grades.

In 1901 the demand for a higher standard of scholarship among teachers was met by placing the admission to the San Jose state normal school upon a high school basis. In September, 1901, none but high school graduates and teachers were admitted. At that time the course of study was made largely professional. The amount of practice teaching was increased, and the training department became the nucleus around which all work was centred.

The San Jose normal school is now graduating at least 175 students a year. The number of normal school graduates is increasing each year in California, but all the five normal schools cannot supply the demand. At present over fifty per cent of the teachers of California are either normal or university graduates, and the number is increasing about five per cent each year.

* * *

Teacher's Salary Not for Twelve Months.

The fact that the teacher's salary is not for twelve months is commonly overlooked. Fifty or sixty dollars a month would not in many cases be an adequate pay even were it given for the whole year, but when the term is never longer than nine months, and is often but seven or eight, the insufficiency of the yearly income must be apparent to all. For the vacation months are unproductive, and the teacher is fortunate indeed who can, during the interval from term to term, keep necessary living expenses paid. Dividing the total amount paid by twelve is the true rule for finding the monthly salary. Thus, if the term is eight months and the rate $50.00, the monthly income is really but $33 1-3 per month; if the rate is $45.00, the income is but $30. People must look below the surface of tabulated statistics to find the truth.—*Western School Journal.*

Western School News.

Meetings.

The California Teachers' Association will meet at Fresno, Dec. 26, 27, 28, 29. Dr. C. C. Van Liew, Chico, President; Mrs. M. M. Fitz Gerald, 405 Fillmore Street, Secretary.

Southern California Teachers' Association will meet Dec. 19, 20, 21, at Los Angeles. Mark Keppel, President.

Northern California Teachers' Association, Chico, Cal.; date of meeting not fixed.

NOTES

Supt. Geo. L. Sackett has been nominated for the Assembly.

The manual training school for teachers conducted by Ednah A. Rich at Santa Barbara has been very successful.

George C. Price has been appointed Superintendent of Schools of the County of Santa Cruz, by the Board of Supervisors.

H. R. Bull, after eighteen years of service as principal of schools of Healdsburg, has resigned. He will locate in Whatcom, Wash.

Superintendent Jas. A. Barr of Stockton, has issued a very instructive book on the teaching of Language and Composition in the public schools of that city.

Supt. A. C. Barker of Eureka has resigned. Supt. Barker has made a great success as an efficient city superintendent, and it is to be hoped that he will continue in educational work.

The enrollment of students at Stanford University and at the University of California is larger than expected. On account of the increase of population in Berkeley it is hard for the students to secure rooms.

Commissioner of Education at Washington, D. C., has issued a report in two volumes giving a very comprehensive view of education in the leading countries of the world and particularly of the United States.

The Appointment Secretary of the University of California has published a list of more than two hundred people who have been placed in positions by her office during the past few months. There is a great demand for men and women in all departments of the teaching profession.

W. C. Doub, manager of the Macmillan Company for the Pacific Coast, has resigned his position to organize a western publishing house. The title of the company is W. C. Doub & Company, capitalization $100,000. Mr. Doub has a record of being one of the most successful representatives of publishing houses in the West. The business of the Macmillan Company has increased over 300 per cent during the few years that he represented it on the Pacific Coast. His successor will be Jesse A. Ellsworth, of New York. Mr. Doub has secured for the new company the copyright of his Topical Studies in History, published by the Whitaker & Ray Co., and his History, published by the Macmillan Company, and also the copyrights of his other books. There is a fine undeveloped field for the publication of school text books in the West. There is no reason why there is not the art, scholarship, capital and brains to make such a house successful. Mr. Doub will be a pioneer in the field. There has never been any attempt to start a local publishing house here with adequate capital and adequate brains to make such a venture a success. Mr. Doub has brains and capital, and the venture should be successful.

Dr. O. P. Jenkins has written a report of a visit to the Playa Vicente Rubber Plantation. It will be sent free to any address. Write to Playa Vicente Company, 1300 Golden Gate Avenue, San Francisco, California.

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CONTENTS

PAGE

EDITORIAL 3

Creative Litreature for the Schools—Current Educational Thought—Visiting Teachers—Progress of Education in Music—Mss.—School Trustees.

SUPERINTENDENT MOORE'S ADDRESS TO THE TEACHERS 7

GRAMMAR. *T. L. Heaton* 15

A Sixth Grade—B Sixth Grade—A Seventh Grade—B Seventh Grade—A Eighth Grade, Infinitives and Participles; Uses of the Infinitive—B Eighth Grade, Phrase and Clause Analysis.

HOW TO GET SIMPLIFIED SPELLING INTO THE SCHOOLS. *Brander Matthews* 25

OFFICIAL DEPARTMENT 30

THE FRESNO MEETING 35

DR. ELMER ELLSWORTH BROWN—AN APPRECIATION. *Elwood P. Cubberley* 38

FOUR WAYS OF DELIVERING AN ADDRESS. *Brander Matthews* 40

WESTERN SCHOOL NEWS 43

Notes—Promotion of Professor Cubberley—The N. E. A. Volume for 1906—The Los Angeles State Normal School—Art and Oratory—Will Teachers Answer This?—A School of Peace.

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The Western Journal of Education

OCTOBER, 1906

EDITORIAL

Creative Literature for the Schools

Breakfast food literature for children may be appetizing, but it is an unhealthy child that needs an appetizer. The child's imagination does not even need stimulation, but direction. The men and women whose literary education closed with their graduation from the the University or whose began with the popularity of the ten-cent magazines are not to be relied upon for the selection of the literature for the schools. Children should have pure literature. The word pure is used in the sense of freedom from the adulterates of commercialism. The poem that celebrates England's policy toward South Africa has a current value beyond its poetic expression, yet is not to be compared to Shelly's ode "To a Skylark." Herbert Bashford, coming into San Francisco, with spirit of commercialism, intruding itself with audacity on every side of him, said:

"When God first heard the song of bird He fashioned ecstacy."

Nowhere in literature can you find a thought more free from the adulteration of commercialism than the one quoted.

The literature of the schools must be both creative and pure. The paraphrasing of the prose of the sensations and activities of everyday life into verse will not do. There must be in the literature of the schools much that is truly interpretative of life in its environment of soul. This literature, like truth, is true in any age, and in any country. The Boards of Education should be exceedingly careful in the selection of literature for memorizing. One of the first things that Prof. Cubberley accomplished as Superintendent of the City of San Diego was the selection of literature for the schools, and his list has had a wide influence in affording the children of the West a good selection of poems.

Current Educational Thought

Fads and Faddists are dead. The voice from the rear seat in the institute hall has awakened to a new silence. The psychology of children's lies, the educational significance of pubescence, the technical definitions of adolescence, the importance of eye and ear training, the visualization of words, the interpretation of new methods, the presentation of subjects that are so psychological sensational as to be almost psychic, belong entirely to a past decade. Barnes, Griggs, Monroe, McMurry's, Yoder, Bailey, Scripture are not in the pedagogical lime light today. This work from 1890 to 1900 had its influence. But the men themselves have grown conservative and age has taken the edge off the sensationalism of their youthful educational enthusiasms. The men who today are doing constructive work in education are working from the inside out, not from the outside in. Manual training, agriculture, domestic science, juvenile courts, truant schools, sanitation, sane course of study, interpretation of subjects in accordance with the texts used in schools, are discussed today, on the same basis that reading, writing and arithmetic have been discussed since the time of Horace Mann. This is a sane educational decade. The domination of the hysterical faddist has given place to the common-place enthusiast. There never was a time in the United States when all the teachers had settled down to such a strong, virile, uniform teaching as in the year. Evolution, not revolution, is the new psychology of education. The man with an idea is all right, but the man with ideas is the man who is doing the constructive educational work today.

* * *

Visiting Teachers

President Butler of Columbia University has just returned from Europe. Arrangements have been made for 500 teachers in the schools of England to visit this country and study our educational institutions. President Butler in an interview says:

"The teachers will arrive in small groups, between November and March. They will tour the country, studying American educational institutions. President Maxwell and myself will look after their reception here. Alfred Moseley will come himself on

the next trip of the "Baltic." He believes that this country is leading the world in certain educational and industrial matters, and so wants England to study us and improve her own methods. The proposition to bring the teachers here has met with enthusiastic approval. Ireland has applied for 150 permits and Wales wants more than her allotted number. Members of Parliament and other prominent men have offered to help defray the expenses."

President Butler commented on the growing enlightenment in Europe regarding this country and its affairs. He said that even the newspapers in small German towns had dispatches, leading articles and editorials on this country.

"They have a better knowledge of us than ever before, and their interest is growing. Germany is friendly, but believes that the commercial relations could be improved. She wants a new trade treaty with us.

"France, England, Belgium and Germany are enjoying an era of the greatest prosperity. Wages are high and the money is being spent. People are having better environments and more luxuries are being bought."

* * *

Progress of Education in Music

The industrial arts, particularly manual training and agriculture, are receiving great emphasis in the public school work today. There is, however, no tendency to neglect those finer forces of music and drawing. Mr. McWhood, in September *Musician,* writes as follows:

"Education in the Fine Arts has been increasingly recognized, during recent years, as an important element, not only desirable, but indispensable, in a complete scheme of general education. This recognition has led, in the case of literature, to the study of language, more and more, from the esthetic standpoint, rather than from the linguistic; in the case of music, to the rapid development of instruction in this art, among colleges and schools—rapid, but still embryonic; and, in the case of the remaining fine arts, to a growing representation in institutions devoted to general education.

"The importance of instruction in music, in educational institutions, may be realized more fully, when we consider the

fact that such instruction, in its various phases, contributes, on the one hand, to the development of mental power in the student, and presents to him, on the other, material for the enrichment of life itself; that is to say, instruction in music has both a disciplinary and a cultural value. The musician is concerned only with the latter, but the educator, with the former as well—indeed, in some unfortunate instances, with the former, to the exclusion of the latter. The study of music, having therefore both a disciplinary and a cultural value, takes precedence, in this respect, of many other studies, whose value, on the whole, is restricted to only one of these fields.

"With the widespread study of music, particularly in its cultural aspects, will be observed a development of the art itself in this country—a condition long desired, but impossible until the masses of the people are awakened, by education in music, to a proper appreciation of its meaning and value. Then, for the first time, American composers and performers will receive for their efforts, not only recognition, but such financial support as will enable them to devote themselves, fully, to their art; then at last, if ever, will it be possible for this country to present to the world many musicians of the first rank.

"But this is not all; for, great as will be the benefit to the art of music, that to the race at large will be even more significant. The creation of an atmosphere of musical culture will imply the elevation of the race, above that which is mundane and sordid, to a plan in which one breathes the pure air of the spirit."

* * *

Mss.

The fire of April 18th burned all the files, all the Mss., all the books, and in fact everything belonging to the *Journal of Education.* Contributors are requested to send us new material. Write us special articles that will help other teachers. Write special articles about school management that will help other school districts. The *Journal* has been published under great difficulties the past four months, but hereafter system will be established. Permanent editorial rooms are at 1300 Golden Gate. Come and see us when in San Francisco.

School Trustees

The school trustee has in charge the most important civic duty of the district in which he lives, the employment of the teacher, the janitor, and the care of the school grounds, are in themselves important. But more important than all else is the spirit of helpfulness and consideration given to the teacher and her work. The trustee has in his keeping the welfare of the rural schools. He should not neglect any part of his work. The schools are now open. The work of the first term is well in hand. Each trustee of the district should visit the school before the end of October. Visit your school this week. Do it without fail.

* * *

Superintendent Moore's Address to the Teachers.

Los Angeles, Sept. 15, 1906.

I hope you have all had a good vacation, have visited the beaches, the mountains and all your friends, and have each of you had the exquisite pleasure of not having to do anything for at least a week, and have all learned anew that man cannot live by idleness alone, nor woman either; so that you are strong and vigorous and ready for the work of the year, which I am anxious that we shall make the best year in the history of the schools of this city.

And now that we have assembled ourselves here on the acropolis of our town in the great hall of congregation of its chief public school, to gird ourselves anew, as it were, for the work we are about to undertake, I hardly know what I should say to you, what message I should bring you which would help in some measure to make you stronger for the work before us.

This is a sort of consecration meeting, a time to look our work in the face, and take account once more of its most important features.

One of the lectures which I heard this summer in Berkeley undertook to answer the question, "What is the Proper Test of Public School Work?" The lecturer answered it by saying that the proper test of all public school work is does it provide what the wise and loving parent wants for his child. This brings the school very close to the home, but no closer than it rightly should be.

Stop for a moment o consider the origin of the school. At first it was in the home. The father and mother were the first teachers, and when the father and mother became too busy to teach, that work was given over to a poor relation or to a slave; but some were too poor to have poor relations, and they combined to send their children out of the home to a teacher, and the teacher was usually poorer than the poor relation or the domestic slave. This arrangement gave rise to two separate educational institutions, the poorly paid teacher and the private school. As communities grew the work of selecting the teachers was no longer left to groups of parents, but was undertaken by all of them working together under government. Thus the public school originated.

The teacher still occupies the same relation to the home, is still its minister, its agent, its helper in one of its most important functions, the caring for the children as wise and loving parents would care for them. Complexity of life tends to obscure the close relation in which parents and teachers stand, but my friend was right when he laid down the principle that the sufficient and only test of all school organization, and all school administration and all school work is "Does it in each of its parts and as a whole, accomplish what the wise and loving parent would choose for his child." In accepting this standard, I want to call attention to the fact that we speak of what the wise and loving parent wants, not what the unwise and loving, or the merely loving or merely wise, wants for his child. You have met them and you will meet them again. They must not be allowed to interfere with the work of the schools. The school must represent the best home, and must represent it throughout. When a school board is to be elected we have no right to ask of the electors of the city anything but this: "Are the men whom you propose to place in command over us such men as the wise and loving parents of this community would place in control over their children?" We have no right to ask more, but woe be unto us if we do not ask this. When a school tax is to levied the question which should be asked is: "Does this tax provide buildings and teachers such as wise and loving parents would provide for their children?" If it does not the apportionment is wrong and the wrong ought to be remedied.

But that this precept may be a sufficient guide in all our work, its interpretation must be more detailed. What light does it throw upon the detailed duty of the teacher in her

relation to the school organization, to the pupil, and to the studies? Much I think in many ways. And something first as to the teacher's conduct toward the organization of which he is a member. I do not believe that any wise and loving parent, in this or any other American community, wants a school condition in which, when teachers are to be elected, it is necessary for them to go and get their next friend, the judge, the minister, the editor, the butcher, the undertaker, or the day-laborer to say a good word for them. I believe that there is not a community in this country in which the wise and loving parents do not agree that the teachers of the young should be selected for fitness only without regard to personal, social or political influence. If there is any place where the merit system should obtain in its integrity, that place is the public schools. And it should obtain not merely in the selection of teachers, but in the promoting of teachers, and in the assigning of teachers, indeed throughout the entire organization of the school system. I am glad to say that I have this summer had the best of evidence that it is your desire that it shall obtain in the school system of Los Angeles, and this is the most refreshing experience I have had since coming here. After I had returned to Berkeley to finish the last piece of unfinished work that I had left here, the principalship of the second largest school in Los Angeles became vacant. No one wrote to me about the place while I was in Berkeley. When I returned home I found that some nine persons had asked to be considered for the position but not one of the applicants had sent his next friend or political champion to intercede for him, and that appointment was made and the promotions which followed it were made without the assistance of social or political champions of any sort. This method of doing school business should obtain to the utter exclusion of every other method. Some of you have recently come from other places and are not quite familiar with our way of doing school business here, so I want to dwell upon this point a bit. I had occasion a little while ago to say that the Board of Education does business at its office in the Chamber of Commerce building. If anyone, whether a citizen of the city or a member of this corps has a grievance or wants anything reasonable, that is the place to report it; and it is not necessary nor even desirable to ask for what you want through someone else, nor to allow an intercessor or an advocate to appear for you. School work is not an occupation in which one has need for

an attorney in name or in fact to present his claims. The Board of Education desires to deal with principals, not agents, so if you want anything of the school department, do not go to anyone or let anyone come for you, but come at once, yourself, to its headquarters and present your claim there.

I believe the wise and loving parent wants a certain *esprit de corps* to obtain among the teachers. A fault-finding spirit lowers our whole undertaking in his eyes. He wants to think that education is a dignified and manly thing, and conducted in a dignified and manly way. He wants to believe that the schools are going concerns. The teacher should burn his own smoke, and the school system should burn its own smoke, and not blow it into the eyes of the citizens. I believe too that the teacher should be a good soldier. The work of teaching is easier and pleasanter in some communities of this city than in others, but it is not possible to assign all the teachers to the better schools, and then we have the feeling that the best teacher should be placed where the battle is hardest. We sometimes promote a teacher to one of these places of great trust, and she comes in and refuses the promotion. By saying a teacher should be a good soldier, I mean that he should take his assignment willingly, and make the most of the work which he has been detailed to do, asking no *special* favors, well knowing that the work of many people cannot be put aside, that he may have the place which he may fancy most.

Now let me speak of the teacher's relation to the pupil. There is a story in a recent book or magazine of a disembodied spirit that longed to return to the walks of men, and searched through the realms of space for a body, until it found one, and entered into it, and went charging through the streets of the world shouting: "Life! Life! Life!" What a glorious thing it is! The simple life, the full life, the strenuous life, the efficient life, the exultant life, life.

Did you ever go into a school house in vacation time, what a forbidding place it is. The empty rooms echo the footsteps of a single person in the halls. On Monday morning these dead and empty, and cheerless rooms, will take on life, and you shall enter them, the ministers of life.

The wise and loving parents of this city have but one injunction which they lay upon you. See to it that what you do makes for life, that it adds to the measure of life which the children already have, that it makes life to abound.

They want the teacher to have imagination, imagination to see what he is really doing, imagination to know that he deals with the future of the lives of men. The wise and loving mother wants you to think sometimes of her children as she thinks of them. As you look over your school room she wants you to see not merely a mass of children to be run through the same machine, but a group of individuals each of whom has hopes, and fears, aspirations and capacities of his own. She wants you to see in that little lad with patched trousers, not a poor boy but a man who, as a master mechanic, will lead the work of a thousand men. She wants you to see in that black-eyed fellow whom you are apt to regard as a rather mischievous and annoying lad, a great inventor, and that fellow there who likes play better than work really loves the game of leadership, and is one day to lead men as he now leads boys upon the playground. And that quiet, industrious girl will one day be a scholarly teacher who will mold hundreds of lives, and that rather strenuous one will be a leader in good works, and the faithful one beside her will make a home which shall have a deep and abiding influence in its community. It does not yet appear what work each shall perform, but it is certain that each is made to do something helpful, something noble, something contributory to the welfare of mankind. But let it never be forgotten for one moment that though we work with children we work for men and women. We are the masons shaping the walls of civilization. I cannot emphasize too strongly the fact that the wise and loving parents want all to succeed. Not one must be overlooked or neglected. If children are absent from school, the teacher and the principal must find out why and bring them back again. The amount of money received from the State depends upon our attention to this matter. We are this year to have a more perfect system for bringing all into the schools than ever before.

We sometimes hear of the lock step in education. It is a pernicious thing, and we must do our best to keep it out. The principals and teachers must see to it that each child is given a chance to work where he can work to the best advantage, in the regular class if he can work there best, in the ungraded class if he can work there to the best advantage. And no child should be kept back, but should be promoted as often as he can be and let go forward in the things in which he is forward and kept back only for the things in which he is backward.

We now come to method. I have known teachers who relied upon a biting sarcasm to stimulate their pupils. When a class gathered before them they would begin by saying: "Well, I suppose it is the same old story, nobody has his lesson. I never had such a stupid class in my life as this is," or in place of dressing down the whole class, they sometimes dressed down unfortunate individuals in it. The wise and loving parent does not believe in such methods. He does not want to have children discouraged, rendered hopeless and despairing in that way. It were better for a teacher that a millstone were tied about his neck and he were cast into the midst of the sea, than that he should offend in that way. Let him rather help the child to realize his strength. The work of the school room should be interesting, and it will be interesting if it is worth while. It need not be sugar-coated or made artificially pleasant for the children. Many of the unpleasant things are highly interesting. Going to the dentist's is one of the most unpleasant of human experiences, but how tremendously interesting it is, just because it is worth while. Work that is worth while will get itself attended to. Make your work worth while and your pupils will be interested. I would not have you rely too much on drill and exercise. They are not very satisfactory agents in school work.

I have been outlining the elements of the relation of the teacher to the pupil. They are these, the teacher must treat the child as an individual whose life is a most important thing, he must provide work that is worth while; he must know that the pupil does not learn, unless the work means something to him, and he reaches out for it. There is one other item in this relationship. It is necessary for the pupil to believe in the teacher. My friend, Supt. McClymonds of Oakland, says: "When ever a parent comes leading a child by the hand to my office and shuts the door after him and says: 'My child here cannot learn anything from that teacher with whom he has been working. She has been unfair to him, and she is a poor teacher anyway. I am unwilling that he shall continue under such a teacher as that.' I say to him: 'So am I.' I shall not return him to that teacher. She is a good teacher, and I have every confidence in her, but you, by your conversation, have destroyed that boy's confidence in her, and it is absolutely impossible for him to do well under her guidance. For that reason I will not allow him to go back to that school, and will send him to another." And so will I when such

conditions arise, whenever I find that a proper confidence does not exist between teacher and pupil and parent.

With regard to health, we can do much. In the first place, it is important for children to play, and to play enthusiastically. An English authority has said that if he had to choose between the school and the playground he would choose the playground, and not the school. It is important for the teacher to realize that deep breathing and free calisthenics are necessary to the welfare of the child. Such exercises should be given at least twice a day. They are required by State Law.

The City of Los Angeles is unique in that it attempts to correct the defects of the child's sight, hearing and breathing, etc. It is the duty of each teacher to co-operate with Mr. Leslie in this work and to put forth every effort to discover symptoms of defective eyes, defective ears and defective breathing, and to send the pupils affected thus to Mr. Leslie's laboratory, at once.

And of the studies, what does the wise and loving parent expect of them? I have been struck by the fact that he is not in the habit of talking so much about his children's studies as of what they can do. I doubt whether the average parent who has not been compelled to buy an outfit of text-books could name name the studies that his child is pursuing. He is not interested in the second reader beyond the fact that his child has gotten on a bit at schools, but when the child begins to read the paper at home or a book from the library, he takes a pardonable pride in him. I am particularly anxious that we should teach reading in such a way that our pupils will learn to read not merely *how to read.* I have heard it said recently that Californians are not a reading people. They know how to read, but they do not read. The miner does not read about mining, nor the farmer about farming, nor the bookkeeper abount accounting, nor the merchant about the goods he sells, indeed the physician hardly reads about medicine, or the teacher about teaching, and until we habituate our pupils to read in order to get knowledge, rather than how to say over sentences, we shall not be a reading people.

The wise and loving parent wants his child to learn to write in such a way that he will not take his pen in hand unwillingly or not at all. He wants him to learn to use it, not to dread it. He wants him to learn to number not merely that he may solve all the difficult problems on every page of

the arithmetic, but that he may use the numbering processes as they are used in life. He wants him to study grammar, not that he may finish the book, parsing and diagraming everything in it, but if there is indeed any connection between the two, that he may be habituated to use language with a degree of correctness. He wants him to study geography not that he may know where the Nile rises and how many miles it flows before it empties into the sea, but how men work to get a living there, and what sort of a life they lead; and he wants him to study history, not that he may be familiar with a skeleton of dates, battles, presidents' names and what not, but that he may know what sort of people came here, and what for, and how they work to tame a continent, and what sort of men they hoped would live here, and what sort of things they hoped they would care for and try to keep and what they would be and do.

The wise and loving parent expects the school to teach his children to do certain things and to believe certain things. He does not care much for pages performed nor for parchments attained, but he is interested that his child shall be taught to work hard at things that are worth working at, come to have a fine sense of honor for things that are honorable and that he shall be taught ample and sufficient reasons for loving his country, and shall imbibe something like a passion for her welfare, and that he shall strive as unselfishly for the welfare of his fellows as for his own, that he shall grow up with a proud self-respect and such views of life as shall keep him from evil, that when he leaves the schools he shall show himself not untutored and unfamiliar with the strenuous life of work, the honorable life of aspiration and the exultant life of successful and honorable endeavor, but in some sense habituated to them all.

Of such things is our kingdom, and if in the dust and the heat of the battle we sometimes turn aside to envy those who build fortunes or great buildings or railroads, or even the machinery of the life of incompetent ease, we must be reminded as was Charles Dickens when he first saw the marvelous palaces of Venice, that to lay one's hand upon the time, lastingly upon the time, with one tender touch for the mass of toiling people that nothing could obliterate "is to lift one's self above the dust of all the Doges in their graves, and stand upon the giant's staircase that Samson could not overthrow."

Grammar.

By T. L. Heaton.

Parts I. and II. of the new State Grammar contain all of this subject needed by the child who is not going into the High School. Part III. is a tool subject for language study in the High School. Part I. should be taught in the seventh grade, Part II. in the eighth grade and Part III. in the first term of the High School. The time thus saved in the Grammar School should be devoted to reading, composition and literature. Good usage in language should be inculcated by constant practice.

Grammar treats of the thought relations of the sentence. In Latin, Greek and other inflected languages these relations are expressed by endings; in English they are expressed very largely by position. Teach the relations which are found in the *English* sentence and the mode of their expression there; do not teach the verbiage of a foreign grammar which has no meaning when applied to the English sentence. Teach English Grammar; let the child learn Latin Grammar when he studies Latin. A thorough grasp of the thought relations will help the child to better reading, better thinking, better oral and written expression. As fast as these relations are learned they should be applied to the better interpretation of the printed page and to clearer expression of the child's thoughts. The mere memorizing of definitions and going through the form of parsing are a tedious waste of time, but a study of thought relations and their application in each lesson learned will save time in every subject. Grammar is thus an instrument of investigation in discovering the author's meaning. It is the square and level by which to true up his own work in composition.

In the simple sentence the child should know subject, verb and object, adjective and adverb, and be able to express these relations by his voice when, by inversion, they are out of their usual order. When in the complex sentence, word elements are replaced by phrases and clauses the child should be able to distinguish the principal and subordinate parts, discover the relation of modifiers, and the office of connectives. If the sentence is thus understood his voice should express these relations as he reads,—vocal diagraming. If the child's voice does not throw the sentence into proper perspective his knowledge of grammar has no value though he may be able to repeat every word of the text.

Most of the useless verbiage of the older grammars is omitted in our new book. *Teachers are requested not to introduce it from other texts.*

As a rule it will be found best to teach each new subject from simple sentences placed upon the blackboard before assigning the lesson from the book. In many cases the difficulties of a subject need more careful grading than the book gives. This should be done from blackboard and oral work. Each subject needs more application than the text gives. Do not spoil a lesson in literature by turning it into a lesson in grammatical analysis, but use the child's knowledge of grammar to discover the author's meaning.

Language should have five lessons per week, half the time being given to grammar and half to composition. Directions for composition will be found in the Course of Study.

A SIXTH GRADE.

Do not use the text-book. Teach no technical grammar. Devote the time to written and oral composition. Give constant drill on the correct *use* of pronouns, possessives, plurals, and irregular verbs. Teach the helpers used with the three forms of the verb:

PRESENT.	PAST.	PAST PARTICIPLE.
Used alone or with *one* of these helpers: do, did, may, can, must, will, shall, could, would, should.	Means past time and is used *without* a helper.	When any *one* of these helpers is present: am, are, be, being, been, have, having, has, is, was, were.
see	saw	seen
go	went	gone
come	came	come
write	wrote	written
break	broke	broken
do	did	done
drive	drove	driven
sit	sat	sat
set	set	set
lay	laid	laid
lie	lay	lain

Keep these forms before the children on blackboard or in composition books and refer to them constantly in correcting oral and written language. Teach them to correct their own

errors by referring to these forms. Have forms written in the proper column indicating the reason for the same, thus:

He *can* write.	He wrote (past).	He *had* written.
She *will* speak.	I spoke (past).	He could *have* written.
They speak (present).	He went (past).	I *had* spoken.
We *shall* go.	John came (past).	It *was* spoken.
		They must *have* spoken.
		Having gone.
		They must *have* gone.

B SIXTH GRADE.

Continue the work of the A sixth.

A SEVENTH GRADE.

Continue drill on irregular verbs.

Language Lessons, Book II., to Lesson 13.

Before beginning the text test the ability of the class to distinguish the sentence from incomplete phrase or clause. The boys play ball, Playing ball in the park, The girls went to school, The girls while going to school, When we went home, When we went home it was dark. Continue such drill until children feel completeness of statement, and complete sentences flow from tongue and pen. Repeat such drill whenever composition work shows need of it.

In teaching subject and predicate, (Lesson 3) use your own sentences, grading difficulties. Begin with verbs of action, the verb expressed in one word.

The boys play ball in the park.
The boys played ball in the park.

Change to verbs expressed by two words:

The boys are playing, etc.
The boys were playing, etc.
The boys had played, etc.
The boys will play, etc.

Next use the verbs in the passive voice.

The boy broke the window.
The window was broken by the boys.
The boys have broken the window.
The windows have been broken by the boys.

Now teach the forms of the verb *be.*

The lessons are difficult.
The boys were on their way home.
Christmas will soon be here.

Introduce the transposed sentence, giving it first in the usual order (not "natural").

The boys were playing ball in the park.
In the park the boys were playing ball.
The lone pine stood high on the mountain.
High on the mountain stood the lone pine.
The cabin stood under the tall trees.
The cabin of the hunter stood under the tall trees.
Under the tall trees stood the cabin of the hunter.
In the tall grass crouched the tiger.
Aloft on the mountain the sea fogs pitched their tents.
Beneath the mountain are veins of gold.
Silent stands the old mill.

In reading transposed parts are separated by a pause or pauses. Have sentences *read* correctly. Apply same principle to reading lessons. The value of grammar is not in its learning, but in its application.

After Lesson 8 give many transposed sentences. Develop the idea of modifiers by expending simple sentences thus:

The boys play ball. The large boys play football. The large boys of our school play football in the park. The large boys who attend our school play football in the park in pleasant weather. The large boys attending our school play football in the park when the weather is pleasant. When the weather is pleasant the large boys of our school play football in the park, etc.

Tell whether each new modifier adds to the subject or to the predicate. Give many blackboard experiences in expanding sentences.

After Lesson 9 give additional sentences to distinguish the uses of *there.*

After Lesson 12 give many sentences simpler than those in the book. Examples from the Reader may be found simpler than the selections in Lesson 12.

Use composition, Part I. with the Course of Study.

B SEVENTH GRADE.

Language Lessons, Book II.

Begin with Lesson 13 and complete Part I.

In teaching nouns grade difficulties very carefully, putting your own sentences on the blackboard. Give *several* lessons to nouns.

1. Names of persons and places.

   Henry, take your seat.
   Mary, bring me the book.
   James, close the door.
   Oakland is a city of *California.*

2. Names of common objects, as in the above sentences.

3. Names of sounds, tastes, smells; as, Music, noise, whistle, laughter, fragrance, odor: of feelings, as ache, pain, sorrow, joy. (Put the nouns in sentences.)

4. Qualities; as health, beauty, grace, truth, wealth, etc., in sentences. (Use complete sentences.)

5. Abstractions; as time, space, whiteness, kindness, etc. Do not allow children to confuse abstract nouns with words which tell kind (adjectives.)

Omit the distinction between concrete and abstract nouns.

Teach personal pronouns thoroughly before taking up relatives. Give several lessons to personal pronouns, using many sentences of your own.

In teaching verbs (Lesson 18) grade difficulties very carefully, as in teaching predicate in A Sixth work.

Before teaching Lesson 20 review and extend exercises in expanding sentences,—A Sixth work.

In teaching adjectives grade the difficulties.

1. Adjectives before its noun.

   The red rose is on the table.

2. Predicate adjective.

   The rose on the table is red.

3. Transposed adjectives.

   The rose, red and fragrant, is covered with dew.

Teach the use of the pause in reading.

Give many sentences of each kind. Distinguish adjectives which tell *kind* from nouns which *name* qualities.

In Lesson 24 begin by changing adverbs to phrases.

He came early. He came in good season.

He came hastily. He came in great haste.

She spoke softly. She spoke in low tones.

The Indian crept noiselessly. The Indian crept without noise.

Show that the phrase takes the place of the single word and that it takes the entire phrase to make the modifier.

Before teaching prepositions (Lesson 25) introduce the subject with many simple sentences illustrated by action if necessary.

Put the book on the desk.
Put the book under the desk.
Drop the eraser into the basket.
Take the eraser from the basket.
Stand near the stove.
Stand under the clock.
Walk across the room.
Walk up the aisle.
Walk down the aisle.
Give the book to me.
Look toward the window.
Look at the clock.

Show that each preposition must have an object.

After Lesson 26 give many sentences with conjunctions joining words and phrases. Emphasize the fact that these conjunctions must connect the same elements in the same use. Avoid clauses which the class have not yet studied.

Teach the clause in simple form from the blackboard.
Columbus discovered the shape of the earth.
Columbus discovered that the earth is round.
He knew the truth.
He knew that the story was true.
His loss dawned upon him.
The nature of the stars is now well known.
That the stars are suns is now well known.
Idle boys rarely have good lessons.
Boys that are idle rarely have lessons that are good.

Give much easy phrase and clause analysis.

Use the lessons of Composition, Part I., in connection with other subjects of the Course of Study.

A EIGHTH GRADE.

Review phrases and clauses. Give much work in phrase and clause analysis during this year.

Complements is a very difficult subject. Before taking Lessons 30 and 31 give about three days to sentences on the blackboard.

1. Noun as object of the verb.

Roosevelt shot the bear.
The boy studies grammar.
The woodsman felled the tree.
The hunter stalked the deer.
The man climbed the ladder.
They pitched their tents by the river.
They crossed the river in a boat, etc.

Show that Roosevelt and bear, boy and grammar, woodman and tree, hunter and deer, man and ladder, they and tents, they and river are different things and can be represented by different pictures.

2. Noun as attribute.

Roosevelt is President.
The boy is a good student.
Washington became Commander.
The tree is an oak.
Our capital is Sacramento, etc.

Show that Roosevelt and President, boy and student, Washington and Commander, tree and oak, capital and Sacramento, are the same thing and the picture of the one is the picture of the other.

3. Adjective as attribute.

The mountain is rugged.
The tiger was fierce.
The rose is fragrant.
The grapes became sweet.
The weather seemed pleasant.
The park is beautiful.
The sea grew stormy.

Show that only one object is represented in each sentence and that rugged, fierce, fragrant, sweet, pleasant, beautiful, stormy, show attributes of qualified belonging to the subjects.

The class will now be able to study complements from the book. Give an exercise in transposed complements.

Bright and clear during the day.
Green grow the rushes by the brook.
Silent are the voices now.
Full many a gem of purest ray serene.
The deep unfathomed caves of ocean bear.
Brave and strong were the soldiers as they marched to battle.

Swift and strong rushes the tide through the Golden Gate.

A chill no coat could quite shut out the coming of the snow storm told.

Select others from the literature and have them read correctly.

The copulative verb (Lesson 32) may be introduced by changing from the single to the progressive form.

The girl studies history. The girl is studying history.

The boys played ball. The boys were playing ball.

Is and were assert only while studying and playing express the action. Studies and played both express the action.

The boy is sick. The lion was lame. Lincoln became President. The rose smells fragrant.

The verb is, was, became, smells assert only and are called copulatives. Copulatives take the attributes rather than the adverbial modifier.

The rose smells sweet, not sweetly.

The apple tastes sour.

The velvet feels smooth and soft.

She looks pretty.

I feel bad.

Begin factitive complements with such sentences as:—

They captured him. They made him captive.

He smoothed the board. He made the board smooth.

They enslaved the blacks. They made the blacks slaves.

Sunset reddened the clouds. Sunset made the clouds red.

The rain wet the streets. The rain made the streets wet.

They imprisoned the rebel. They took him prisoner.

Introduce indirect objects with many sentences of this kind:—

They made a coat for the boy. They made the boy a coat.

He loaned a book to the girl. He loaned the girl a book.

He gave a dollar to the porter. He gave the porter a dollar.

Do a favor for me? Do me a favor?
She told a story to the children. She told them a story.

Give much drill on complements and objects.

Infinitives and Participles.

I.	II.
He went home from school.	To go home from school.
He reads good books.	Having read good books.
They played ball.	To have played ball.
The snow fell on the lake.	The snow falling on the lake.
The smoke rose from the tree tops.	The smoke rising to the clouds.
We take exercise.	Having returned from our walk.
Bears catch fish.	Boys to catch fish, etc.

Which groups are sentences? Which say? Which only mean without saying? Which assert? Which imply? Verbs assert, participles and infinitives imply. Infinitives are preceded by *to,* participles generally end in ed or ing.

Omit the first part of Lesson 37, beginning with the definition of infinitive page 60.

Uses of the Infinitive.

As subject,—*To study* is to improve.
As attribute,—To be idle is *to fail.*
As object,—He liked *to play.*
To modify verb,—Lucy went *to visit* her cousin.
To modify adjective,—Anxious *to succeed* he worked hard.
To modify noun,—The attempt *to escape* failed.
In an infinitive clause,—She wanted him *to go.*

Lesson 38 contains too many difficulties,—participles, verbal nouns, verbal adjectives, and factitive complements. Separate these, teaching each thoroughly by itself, with many sentences from the blackboard. This should be done before assigning Lesson 38. Omit note at bottom of page 63. Participles and infinitives take the same modifiers as the verb,—adverb, object, attribute, adverbial phrase or clause. When the same word is used as a verbal noun it takes the adjective, the adverbial phrase and clause as modifiers.

Shooting ducks out of season is punished by fine. (Participle.)

The *shooting* of ducks, etc. (Verbal noun.)

Walking rapidly warms the blood. (Participle.)

Rapid *walking* warms the blood. (Noun.)

Giving alms indiscriminately is injurious. (Participle.)

The indiscriminate *giving* of alms is injurious. (Noun.)

Discriminate carefully between the participle and the verbal adjective.

Singing birds are silent at this season. (Adjective, tells the kind of birds.)

The birds, *singing* under our window, awakened us in the early morning. (Participle, implying the act of the birds.)

The *trotting* horse stood hitched to the post. (Adjective.)

The farmer's horse, *trotting* down the road, was frightened by the auto. (Participle.)

Use other sentences like these to make the distinction clear.

Take to Lesson 41, Page 68.

Take Composition, Part III. to Page 325, using these lessons in connection with other work in the Course of Study.

B EIGHTH GRADE.

Review participles and infinitives.

In Lesson 41 note carefully the author's definition of phrase and clause and use the words consistantly in all subsequent lessons.

Phrase and Clause Analysis.

After completing Lesson 46 give for the remainder of the term a very large amount of time to phrase and clause analysis, and to connectives. These express the important thought relations of the sentence. The child can get no meaning from a difficult sentence until he knows the relations of phrases and clauses and sees how they are connected. Lack of such drill has been a stumbling block in his study of geography, history and literature. Good reading gives an unconscious knowledge of these relations. The expansion of the sentence, phrase and clause analysis, in the seventh grade, have given a clearer grasp of them. Pupils of the eighth grade are capable of a still clearer analysis and expression of these important relations which will greatly strengthen their mastery of the English sentence. Take many lessons from the literature. When the relations are understood, make the voice express them. Give special attention to the reading of inverted phrases and clauses.

Conjunctions are very important in understanding the meaning of a sentence as in the following:—

"West and south there were fields of flax and orchards and cornfields
Spreading afar and unfenced o'er the plain; and away to the northward.
Blomidon rose, and the forests old, and aloft on the mountains
Sea-fogs pitched their tents, and mists from the mighty Atlantic
Looked on the happy valley, but ne'er from their station descended."

In sentences like the following phrase and clause relations are indispensable to good reading or correct understanding of the sentence:—

"The moon above the eastern wood
Shone at its full; the hill-range stood
Transfigured in the silver flood,
Its blown snows flashing cold and keen,
Dead white, save where some sharp ravine
Took shadow, or the sombre green
Of hemlocks turned to pitchy black
Against the whiteness at their back."

"In the bosom of one of those spacious caves which indent the eastern shore of the Hudson, at that broad expansion of the river denominated by the ancient Dutch navigators the Tappan Zee, and where they always prudently shortened sail, and implored the protection of St. Nicholas when they crossed, there lies a small market-town or rural port, which by some is called Greensburgh, but which is more generally and properly known by the name of Tarry Town."

"A chill no coat, however stout,
Of homespun stuff could quite shut out,
A hard, dull bitterness of cold,
That checked, midrein, the circling race
Of life blood in the sharpened face,
The coming of the snow-storm told."

A few questions will bring out the meaning of the sentence: Told what? What told? What clause describes chill? What words describe coat? What word is in apposition with chill? What clause modifies bitterness of cold? How do you read the sentence to make coming of the snow-storm the object of verb told?

In Lesson 49 note the author's definition of compound and complex sentences and use the terms consistantly.

Complete Part II. of the Grammar to Page 94.

Complete Part III. of the Composition, using these lessons in connection with other work in the Course of Study.

* * *

How to Get Simplified Spelling Into the Schools.

By Brander Matthews, Columbia University.

[Written for the New York "Times".]

In the plain-spoken paper on the "Problem of Spelling Reform" which Prof. Skeat read before the British Academy last May and which has been published by the *Oxford University Press,* that ardent and accomplished student of English contemptuously brushed away all the ignorant objections to the progressive simplification of our spelling and urged a number of further omissions of needless letters. Prof. Skeat, it may be well to note, has accepted membership in the Simplified Spelling Board, and so has Mr. Henry Bradley, the co-editor (with Dr. Murray) of the monumental Oxford Dictionary. But Prof. Skeat's proposed reforms are far more radical than the practice of the editors of the Oxford Dictionary and even than the recommendations of the Simplified Spelling Board. In fact, these recommendations seem very conservative, indeed, when set alongside those suggested by the editor of the "Etymological Dictionary."

The distinguished British scholar makes it clear that he desires immediate orthographic improvement for certain purely scientific reasons, for the sake of the English language itself, and in order to make our noble tongue a fitter instrument for the work that lies before it. But he also gives two practical reasons why English orthography ought to be bettered as soon as possible. The first of these reasons is that a simplification of our spelling would save both time and money: "Every one would gain by it; the writer would have fewer letters to write, the printer would have fewer letters to print, and the reader would have fewer to spell and to read." And then Prof. Skeat supports this practical argument with another which is strictly scientific: "Many ambiguities would disappear, and the written record would exhibit a closer approximation to the sounds which it professes to represent."

Then he brings forward a second practical reason for

adopting these improvements, "that the task of learning to read would be considerably simplified, and the time taken to achieve that task would be considerably shortened to the equal delight and profit both of teacher and pupils. In this case there can be no doubt at all that the sums thus saved to the nation would be very considerable." Even more important than the saving of money would be the saving effected in the plastic period of childhood when every minute is needed to supply the young with the training that will best equip them for life. That more or less of this precious time must be wasted in mastering the misleading intricacies of English spelling is obvious to all of us. But just how great this waste is no one can say with certainty. Dr. Harris, relying on certain experiments in the St. Louis schools, concluded that it amounted to a year or so. Prof. Calvin Thomas, in his Presidential address to the Modern Language Association, made a rought-and-ready calculation and arrived at the conclusion that more than a year and a half of a child's time was spent unprofitably in learning how to spell.

Unfortunate as is this loss of time, our pitiful orthography has another and even more serious disadvantage, known to all teachers. It contradicts the spirit of modern education, which is based on training the pupil to see things for himself and to make his own deductions from what he has seen. The aim is to lead the child to observe, and then to generalize the result of his observations into a rule. But our present spelling runs counter to this effort. Observation will not help the child; and he must incessantly disregard analogies, because there are often many different symbols for a single sound and many different sounds for a single symbol. Prof. Lounsbury has pointed out that one sound, that of "e" in let, is represented in at least seven different ways—"e" in let, "ea" in head, "ei" in heifer, "eo" in leopard, "ay" in says, "ai" in said, and by "a" in many. The sound of "o" in so is even more absurdly misrepresented—so, sew, owe, O, oh, bow, roe, boat, beaux, bureau, hautboy, yeoman, though. Here is confusion worse confounded. Here is chaos come again. What are the children to do? How can the teachers help them? All analogies fail; and no rule is possible. The sole resource is to cram the memory, and to reject the result of observation and of reason. This not only wastes the time of the child, but it also upsets and contradicts the training he has been receiving.

This is reason enough why all good citizens should wish to see the spelling of English simplified and to aid in the introduction of simplified spelling into our schools. Yet there is another reason potent with all who want to have our orthography more exact scientifically and more efficient practically. If any real advance is to be made in the next few years, it must begin with the young. The more mature will rarely take the trouble to adopt the simpler spelling; they have wasted time in acquiring a mastery of our present orthography and they are unwilling to spend any more in acquainting themselves with the latest improvements. Even if they are in sympathy with these improvements, even if they have conquered their natural prejudice in favor of the spelling to which they have long been accustomed, still they fell themselves too old to learn new tricks. They are willing to let well enough alone.

This is the obstacle which confronts all who seek to better our orthography; and it is not easy to overcome. It forces all the advocates of improvement to be cautious, to go very slowly, to urge nothing violent or sudden, to be as tolerant and as persuasive as possible, and to be satisfied with faith unaccompanied by good works. But the children have no prejudices in favor of spellings that ought to be discarded. They prefer the simplest possible form. They welcome the orthography that conforms to analogy. They can be soon won to the good cause; and when they are grown up their children can be led to accept still further simplifications. And thus the good work will go on slowly, generation after generation, until the users of the English language at last recover the phonetic sense, which has been lost in consequence of our orthographic muddle, but which is possessed by the users of every other language.

And this brings us to the question which stands at the head of this paper, How can we get simplified spelling into the schools? And the answer is easy, even if the process is likely to be long. To get simplified spelling into the schools we need only educate public opinion to believe that this is what ought to be done. When once the public has made up its mind that the spelling of English ought to be simplified and that the best way to begin is with the school children, then the teachers and the Superintendents and the School Boards will be only too glad to do what will be expected of them. It is not for us to tell them how to do it; the successive steps to be taken may be left safely to the skill of the teaching body.

What is needful is to focus attention on this important subject and to arouse a lively interest in it. People must be made to see that there is nothing sacred about our accepted orthography, and that the spelling of our language has never been simplifying itself by the casting out of useless letters. They must be educated in the history of spelling, and the many changes that have taken place from Chaucer to Shakespeare, from Dryden to Johnson, and even in the nineteenth century, must be made familiar. They must be encouraged to understand that a steady movement toward simplification has always been evident, and they must be made to recognize that the time has now come when this slow progress toward the remote goal can be accelerated.

When the people at large are once convinced that our present spelling does harm to the children; that it wastes the time and money of men and women, and that it tends to prevent the adoption of English as the world language of the future—what that happy hour shall arrive, improvement will follow at once, spontaneously and unhesitatingly. As Lowell once said: "The pressure of public opinion is like the pressure of the atmosphere; you can't see it—but it's sixteen pounds to the square inch none the less."

As soon as the general public believes that our spelling is so bad that something ought to be done, something will be done. There are abundant signs now that the general public is beginning to take an interest in the subject. The very natural prejudice against any modification of the form of familiar words seems to be wearing away. People are coming slowly to see that there are really no valid arguments against the continuation and acceleration of a process which has been going on in English for centuries, as it has been going on in every other language also. With the spread of knowledge there cannot fail to be a weakening of prejudice.

And in the meantime, while public opinion is slowly crystallizing in favor of simplification, the more enlightened among the teachers and the Superintendents are already taking steps in advance. In New York, for example, the Board of Education asked the expert Board of Superintendents to report upon the three hundred words contained in the first list put forth by the Simplified Spelling Board. The Board of Superintendents considered the subject very carefully, and finally it recommended the adoption of the whole three hundred. And the example set by New York is likely to be followed speedily in not a few of the other cities of the Union.

Official Department.

STATE BOARD OF EDUCATION.

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FREDERIC BURK ..... President State Normal School, San Francisco
THOMAS J. KIRK, Sec. of Board ..... Superintendent Public Instruction, Sacramento

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Thomas J. Kirk
Superintendent of Public Instruction
State of California
Department of Education
Sacramento

SEPTEMBER 24, 1906.

To County and City and County Boards of Education of the State of California:

At a meeting of the State Board of Education, held on September 21, 1906, the following resolution was unanimously adopted:

"*Resolved,* That owing to the fact that some of the recent graduates of the University of California and of Stanford University did not fully understand the requirements of the rules for the granting of high school certificates adopted December 5, 1905, and owing to the further fact that others of Stanford University were delayed in the completion of their work by the earthquake, County and City and County Boards of Education are hereby authorized to recognize the credentials of such graduates at any time prior to December 1, 1906."

THOMAS J. KIRK,
Superintendent of Public Instruction and ex-officio Secretary of the State Board of Education.

* * *

Thomas J. Kirk
Superintendent of Public Instruction
State of California
Department of Education
Sacramento

SEPTEMBER 24, 1906.

To County and City School Superintendents of California:

The Biennial Convention of County and City School Superintendents of California will be held at Coronado Hotel, San Diego, November 20, 21, 22, and 23, 1906. The con-

vention will be called to order at eight P. M. Tuesday, November 20, for the purpose of organizing and appointing committees.

By the provision of Section 1533 of the Political Code such convention is composed of County and City School Superintendents, and it is expected that all Superintendents shall attend and participate in the proceedings. Supervising principals and other educators will be welcome and will doubtless be privileged to take part in the consideration of the school questions that are to be discussed.

The Southern Pacific Company and the Santa Fe Railroad have granted a concession in rates, making one and one-third fare for the round trip, on the certificate plan. Pay full fare when purchasing ticket for San Diego, taking receipt from the railroad agent therefor. Upon presentation of such receipt and a certificate of attendance, signed by the Secretary of the convention, to the ticket agent at San Diego, a return ticket will be sold for one-third fare.

The management of Hotel del Coronado has made the same rates as prevailed at Hotel Potter for the meeting held two years ago: $2.50 each for two persons in a room, $3.00 for one person in a room, per day, American plan. This is about half the regular rate. All who attend the convention may avail themselves of the reductions in railroad fares and at the hotel. It is hoped that many educators throughout the State may find it convenient to attend this convention. The sessions will be held in the auditorium of the hotel. Please advise the hotel management of the expected time of your arrival in San Diego and the kind of accommodations you wish.

Local railroad agents will give you information about train service. Let all be present at the opening session on Tuesday evening and at all other sessions.

PROGRAM.

No definite program will be presented. The following topics are merely suggested, and all should come prepared to discuss these and such others as may properly come before the convention:

State School Text-Books—

- How may the system be improved?
- Wherein are the defects of the present new books of the State series?
- Is it desirable to have a text-book in Civil Government for the elementary school series?

Is it desirable to work for a Constitutional Amendment so as to provide free text-books?

What forms of Industrial Education for the schools of California should be advocated at this time?

Report of Committee of Nine on the Relation of the Different Grades or Courses of Study.

Rural School Supervision and Report of Special Committee appointed by Council of State Teachers' Association.

Tenure and Appointment of Teachers. Report from those of the State Teachers' Association having had the subject under consideration.

High Schools—

What recommendation for improvement:

In Management?

In Courses of Study?

In Text-Books?

Kindergartens—

Should the Constitution be amended so as to provide State aid to them?

Advantages of the National Educational Association and of California's State Teachers' Association.

Union School Districts—

Why have not such proposed districts been formed under the law?

Should the educational forces interest themselves in behalf of such districts?

Hoping that this convention may be one of benefit to the school interests of the State and of pleasure and profit to the Superintendents, I remain, Fraternally,

THOMAS J. KIRK,
Superintendent of Public Instruction.

* * *

Thomas J. Kirk
Superintendent of Public Instruction
State of California
Department of Education
Sacramento

SEPTEMBER 24, 1906.

To County and City School Superintendents, High School Boards, High School Principals, and all others it May Concern:

At a meeting of the State Board of Education, held on September 22, 1906, the following books were added to the

list of high school text-books adopted by the Board in pursuance of Subdivision 12 of Section 1670 of the Political Code. See Bulletin No. 55, published June 5, 1905, for books heretofore adopted.

HISTORY AND ECONOMICS.

A History of the Ancient World. Goodspeed. Scribners.

Essentials in Mediaeval and Modern History. Harding. American Book Company.

The Government of the United States. Moses. Appleton & Co.

The Ancient World. West. Allyn & Bacon.

A History of Mediaeval and Modern Europe. Bourne. Longmans, Gree & Co.

General History of Commerce. Webster. Ginn & Co.

A Short History of Modern Europe. Thatcher. Scribners.

History of Modern Europe. Schnell. Scribners.

The American Government (1905). Hinsdale. American Book Company.

A Short History of Rome. Abbott. Scott, Foresman & Co.

GREEK.

Xenophon's Anabasis. Smith. Appleton & Co.

LATIN.

Virgil's Aeneid. Bennett. Allyn & Bacon.

Latin Composition. Nutting. Allyn & Bacon.

Caesar: 5 books. Johnston and Sanford. Sanborn & Co.

Cicero: 6 orations. Harkness, Kirtland & Williams. American Book Company.

Cicero: 9 orations. Harkness, Kirtland & Williams. American Book Company.

Latin Composition. Brown. Sanborn & Co.

ARITHMETIC.

Advanced Arithmetic. E. A. Lyman. American Book Company.

ALGEBRA.

Essentials of Algebra. J. C. Stone and J. F. Millis. Sanborn & Co.

Higher Algebra. J. C. Stone and J. F. Millis. Sanborn & Co.

Elementary Algebra. Walter R. March. Scribners.

Elementary Algebra. G. A. Wentworth. Ginn & Co.

Advanced Algebra. H. E. Hawkes. Ginn & Co.

Elementary Algebra. Tanner. American Book Company.

Algebra for Secondary Schools. Wills. Heath & Co.

GEOMETRY.

Plane Geometry. J. A. Avery. Sanborn & Co.

Elements of Geometry. Bush & Clarke. Silver, Burdett & Co.

PHYSICS.

Elements of Physics. Coleman. D. C. Heath & Co.

A First Course in Physics. Millican & Gale. Ginn & Co.

Elements of Physics. Carhart & Chute. Allyn & Bacon.

An Elementary Text-Book in Theoretical Mechanics. G. A. Merrill. American Book Company.

The following named books are hereby dropped from the list of high school text-books published by this department June 5, 1906 (Bulletin No. 55):

Civil Government. California State Series.

U. S. History. California State Series.

History of the United States. Fiske.

Our Government. Macy.

England's Story. Tappan.

It will be the policy of the State Board of Education annually to have published a complete list of adopted high school text-books. From time to time, however, as adoptions are made supplementary lists will be issued.

THOMAS J. KIRK,
Superintendent of Public Instruction and Secretary State Board of Education.

* * *

Superior teachers can never be paid in full in dollars and cents for their services, but they should be paid a sufficient sum to enable them to take their proper places in a community as cultured men and women, and to save a competence for the time when they must give up their life work.—SUPT. A. J. JACOBY, Milton, Mass.

The Fresno Meeting.

At present writing the prospects for a splendid meeting of the California Teachers' Association at Fresno are very good. The undersigned recently met the local committee, composed of earnest and energetic citizens, (Supt. C. L. McLane, Chairman; A. C. Olney, Secretary; C. H. Rowell, Publicity and Printing; Mayor W. Parker Lyon, Finance; A. M. Drew, Reception; William Robertson, Entertainment; E. W. Lindsay, Accommodations; G. N. Freeman, Membership) and is convinced that so far as Fresno is concerned the Association will never have met with a better reception, nor with better local conditions for a successful meeting. The character of the committee and the character of the city in matters of business enterprise and hospitality are perfectly safe guarantees of that. It is safe to predict, too, that there will be a hearty and liberal support of the meeting in and about the San Joaquin Valley. A fair number of counties will co-operate by calling their institutes at Fresno; others, unquestionably too remote, will set special measures on foot to boom the membership.

What the special features of the meeting will be it is, as yet, too early to say. State and County conventions and elections and other interrupting events of the year are preoccupying and naturally delay the maturing of plans more than is usual. Among Eastern speakers, only John W. Cook, President of the State Normal School at DeKalb, Illinois, has been secured. Mr. Cook is probably the foremost educational orator of Illinois, and a man so thoroughly conversant by student habit and by long, varied and ripe experience with the educational work of this country that he cannot fail to prove a great source of strength to the meeting.

A number of good California topics will appeal on the general program and be handled by good Californians. Among them it is not too early to announce "Juvenile Courts," which are getting a fine development in this State, by Judges Wilbur of Los Angeles and Murasky of San Francisco; "Parental Schools," by Richard Faulkner of San Francisco and C. L. McLane of Fresno, who have given an impetus to this work in the State; "The Appointment and Tenure of Teachers in Cities," an issue that must not be dropped until the good work that has been accomplished in a few places has become a part of the administrative fibre of the State, by

Supt. E. C. Moore of Los Angeles. Decision as to other topics and speakers is still pending.

From time to time certain educational interests go before the Legislature of the State to secure what their representatives believe to be needed educational enactments and amendments. They commonly fail because, too often, separate interests are not united and consequently work at cross purposes. The clash of views should be confined to the Legislature itself. So far as teachers are concerned they must present a common front, offer a common weight of authority. A house divided against itself has no weight of authority. It is such considerations as these that lend good color to the call for the appointment of a Committee on Legislation of the C. T. A. A bulletin will shortly be issued appointing such a Committee under the chairmanship of the State Superintendent of Public Instruction *elect,* and embodying, furthermore, the request that legislative suggestions (the more the better) be tendered this Committee for their consideration, sifting and final formation; that all departments of the C. T. A., all educational associations in the State, all institutes or other bodies considering questions of educational legislation, call upon this Committee to receive and consider their conclusions in the light of the practicable, and the good of the whole. If we really desire to put forth any effective effort in behalf of sound legislation for the State as a whole we will do this, and then back out representatives in Sacramento without fear and without reproach.

It has become evident that there are growing differences of opinion with respect to the way the California State Texts should be used. The time seems ripe for us to put on record some of these ideas and experiences with respect to text-book use. If they can be associated with any particular text they will be more effective because more concrete. The State texts, therefore, offer an opportunity for the development of a pedagogy of text-book use. The State still varies very greatly in the sort of conditions it presents for the work of a teacher; and these varying conditions affect the use of texts. It varies, again, and always will vary, in the original power of teachers and in the suggestive leadership of supervisors. These personal variations also affect not only the use of the text-books, but the attitude of the teaching force toward it. When State text-books have been adopted just what has been done? Has any one given a clear answer to that question? Have hands

been tied, and spirit, initiative and individuality smothered? Has a final barrier to progress been set? Has type-mold been prescribed for every native son and daughter? Common sense would seem to indicate that, apart from financial considerations, it was the intent merely to put a good instrument, if possible, in the hands of the teacher. That it should ever be regarded as a check either to her professional freedom or to any forces that might make for the individual development of her pupils is, of course, preposterous. It has, therefore, been natural and good, that differences in theory and practice in the use of the State Texts should appear. Let us avail ourselves as fully as maybe of the fruits. The undersigned will shortly appoint several committees to report at Fresno on the use of the California State Text-Books. The work of these committees will include (1) some statement of the way different localities of the State necessarily affect the use of the text, with special reference to the differenc between city and rural school. Is there or is there not any reason why greater or less emphasis should be placed by different localities upon certain chapters of the text? Does a sort of severe sacredness hover about every paragraph, despite the individual situation before the teacher? (2) Are there any portions of the text that may safely, or, that should be, generally omitted, either on practical grounds or because the material is not suited to the child mind? (3) Should the text be supplemented at any points; if so, at what points, by what other reading matter, illustrative, material or devices? (4) In general, what relation should this text bear to the teacher's method and attitude toward the subject as a whole? It will be the aim to have put together, succinctly suggestions, based largely on experience, with respect to the wise, but individual, use of the State Texts, and this will be done by teachers who know what they are talking about.

Supt. James A. Barr, of Stockton, retiring President of the C. T. A., and the undersigned have both received numerous inquiries concerning the copies of the Proceedings of the C. T. A., which the former pledged himself each member should receive, but which many have never received. It seems that, according to the testimony of Mr. Wagner, editor of this *Journal,* and of his mailing clerk, all copies were mailed. Some of these reached their destination, but many were evidently destroyed in the disaster of April 18. The fact is

greatly to be regretted and embarrassing to all parties; but as yet we see no evident remedy.

The undersigned again calls attention of Presidents of Departments of the C. T. A. to the need of early notifying him of their prospective needs on the program.

CHARLES C. VAN LIEW,
President C. T. A.

* * *

Dr. Elmer Ellsworth Brown--An Appreciation.

By Ellwood P. Cubberley.

It was with a feeling of glad surprise the men engaged in education in California learned, early in last July, that President Roosevelt had called one of the foremost Californians, in the person of Dr. Elmer E. Brown, to the position of United States Commissioner of Education. Few knew that Dr. Harris contemplated resigning or that Dr. Brown was being considered for the position. While glad that Dr. Brown and California should have been so honored, many of us also experienced a feeling of deep regret that we were to have him with us as a fellow-worker no longer. I in particular experienced this feeling, as we had done much work together and had planned more, and a more delightful co-worker in a sister institution it would be hard to imagine. His place in the educational affairs of this State will be hard to fill, and to those who knew him well the loss is as much personal as educational.

Dr. Brown was born in Chatauqua County, New York, in 1861. He was graduated from the Illinois State Normal University in 1881, and is one of the group of prominent educators which that institution, under the leadership and inspiration of John W. Cook, gave to American education. For three years after his graduation from the normal school he was Supervising Principal of the schools at Belvidere, Illinois, a position from which he resigned in 1884 to become Assistant State Secretary of the Y. M. C. A., for Illinois. After three years of service in this position he resigned to become a student again, with a view to prepare himself more thoroughly for the profession of teaching, a work to which he desired to return. After a year at the University of Michigan he went to Germany for further study, finally taking his doctorate from the Prussian University of Halle in 1890. On his return to America he was elected to the position of Principal of the High School at Jackson, Michigan, but resigned

this position at the end of one year to accept an Acting Assistant Professorship in the Science and Art of Teaching in the University of Michigan. After holding this position one year he was called to California, in 1892, to accept the newly established Assistant Professorship of Pedagogy in the University of California. His promotion to an Associate Professorship and to the full Professorship of Education was rapid.

Dr. Brown's influence in California has been most wholesome and beneficial. His work has always been sound and trustworthy. His services to education in California, services always of a fundamental rather than of a temporary or superficial character, are not likely to be overestimated. In all his work he was thoroughly unselfish. His work in the Council of Education, in the earlier days of his Professorship, was particularly good and particularly helpful to the schools of this State. As one of the Committee of Seven on the Educational Commission of 1900 he also tendered conspicuous services. As a member of the National Education Association and the National Council of Education he has for a long time been an acknowledged leader. His personal qualities, those of a polite, cultured, and refined gentleman, with full emphasis on all that the word gentleman stands for, have won him friends everywhere and will undoubtedly make him a popular leader in his new work. As a scholar, Dr. Brown was one of the best we have so far produced in educational work. Sensational or half-baked articles never came from his pen. Whatever he did was scholarly and well done. His book on "The Making of Our Middle Schools" is a classic, and, while other and later workers may discover additional facts, the work itself will not be superceded as a standard text for at least a long time to come and the main lines of the argument and the conclusions it contains probably never will be changed.

The nation is to be congratulated on securing Dr. Brown for its Commissioner of Education. Under his administration the Bureau of Education is certain to be well managed and to develop new fields of usefulness. His position at the State University, however, will not be easy to fill. A State University, more than any other institution, owes an educational duty to the State which supports it, and one of the ways by which this educational duty can be discharged is by making and keeping the Department of Education strong within the University and useful to the State as a whole. This demands

that his position be filled, without unnecessary delay, by the selection or promotion of the best man in the whole country who is available for this important place. The teachers and schoolmen of the State have a right to look to the State University for scholarly leaderships.

* * *

Four Ways of Delivering an Address.

By Brander Matthews.

[From Brander Matthews' "Notes on Speechmaking".]

When a man has something to say and when he has an opportunity to say it, there are four methods of making a speech for him to select from.

A. He may write out his address and read it from a manuscript boldly held in his hand.

B. He may write out his remarks and commit them to memory.

C. He may write out his opening words, his closing sentences and such other salient passages as he wishes to make sure of, while extemporizing the rest.

D. He may extemporize the whole, appearing before the audience with no visible manuscript and apparently talking out of the fullness of his heart.

Each of these methods has its advantages and its disadvantages. Each has points of superiority for certain occasions.

Each requires about an equal expenditure of time and trouble.

Whatever the method chosen, the speaker must make up his own mind, first of all, as to just what it is he wishes to get into the minds of his hearers.

He must decide on the best means of achieving this end. He must pick out his point of attack, mass his arguments and move straight forward to the assault.

* * *

The first method is to write out his address and to read it from a manuscript boldly held in the hand. For an inexperienced and a timid speaker this is probably the most advisable, as it is the easiest.

Its advantage is obvious; the speech is ready; and all the speaker has to do is to read it as best he can.

Its disadvantage is equally obvious; reading is not speaking; and the reader loses the potent effect of looking at his

hearers, and holding them with the impelling power of the eye.

A reader can never get as intimate with an audience as a speaker can, and to read when the audience is expecting an address seems roundabout to some and tedious.

A colleague of mine at Columbia maintains that for a professor to read a lecture to his class is an insult to the printing press.

Yet there is much to be said in favor of the frank and open manuscript. On an important occasion, a dedication, for example, or a commemoration, a manuscript is the outward and visible sign of adequate preparation; its presence seems almost to be demanded by the dignity of the event.

And the inconveniences of a manuscript can be reduced to a minimum by adopting a couple of simple devices—by writing, not in the manner of the essay, but with the emphasis and rhythm of actual speech, and by a preparatory study of the manuscript until the reader is so familiar with it that the words fall trippingly from the tongue.

The second method is to write out the remarks you wish to make and commit them to memory. This is the most difficult method of all; and it has been employed successfully only by a few consummate masters of delivery.

The result is disastrous if the hearers suspect that the speaker is relying on his memory and that his impassioned appeals have been prepared at leisure.

Its chief disadvantages are the strain it imposes on the memory and the histrionic power it requires to lend ease and lightness to what is really cut and dried.

Its advantage is that in the hands of an accomplished craftsman who can write as he would like to speak, and who can deliver the prepared words as though they were the spontaneous generation of the moment, the orator can give to what seems an improvisation on the platform all the finish and the polish of the essay in the library.

The third method is to write out the salient passages and to extemporize the rest of the speech. This is really a compromise between the second method and the fourth. Its advantage is that it enables the speaker to make sure that he will say exactly what he wants to say, no more and no less.

Its advantages are twofold; it gives the memory work to do when the speaker needs the help of all his mental faculties, playing freely, if he is to hold the attention of the audience, and it puts an added strain on him to keep the tone of the

passages spoken extempore on the same key as those delivered memoriter, so that there shall not be a sharp break as he passes from one to the other. * * *

John Bright used to write out certain parts of his more important speeches. So did Mr. Gladstone. Daniel Webster, a far greater orator than either of them, had stored his capacious memory with arguments and illustrations that might lie there for years ready for his use.

The reply to Hayne was not written out before delivery, either as a whole or in part, but it certainly contained more than one mighty passage, the wording of which had been elaborately prepared against the long awaited occasion.

He told a friend that the famous figure of the British drum beat "following the sun and keeping company with the hours" had come to him one summer evening at Quebec as the sunset gun was fired on the citadel, and that he had put it on paper at once, sitting on a cannon.

Probably he did not think of it again until he utilized it impressively in his speech on Jackson's Protest.

The fourth method is to extemporize the whole speech, having no purple patches in the memory and no scroll of paper in the hand. This may seem to many the most difficult of the four; but it is indubitably the best.

In no other way can the speaker get the full benefit of a direct personal appeal, as of man to man, facing each other squarely.

Thinking only of what he wants to say, he who makes an extempore speech can hold his hearers with the eye, dominating them with all the force and weight of his own personality, and exerting upon them an influence which may almost be called hypnotic.

This sympathetic contact it is which gives to speaking without notes its overwhelming advantage over reading from manuscript and over reciting from memory.

* * *

FOR THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

The State Republican Convention at Santa Cruz nominated Edward Hyatt of Riverside. Mr. Hyatt is well known as a progressive educational writer, lecturer and Superintendent. The State Democratic Convention nominated Miss Anna L. Williams of Modoc. Miss Williams is a successful teacher and Superintendent. She has taught since 1888, except from 1895 to 1903, when she served Modoc County as Superintendent of Schools.

Western School News.

Meetings.

The California Teachers' Association will meet at Fresno, Dec. 26, 27, 28, 29. Dr. C. C. Van Liew, Chico, President; Mrs. M. M. Fitz Gerald, 405 Fillmore Street, Secretary.

Southern California Teachers' Association will meet Dec. 19, 20, 21, at Los Angeles. Mark Keppel, President.

Northern California Teachers' Association, Chico, Cal.; November 14, 15, 16.

NOTES

Tehama teachers will unite with T. A. N. C. at Chico, in institute.

With one exception, the entire Corning High School faculty is new.

Several schools were tardy starting owing to a scarcity of teachers.

The High Schools in all parts of the State report an increased attendance.

The "Educator-Journal," edited by Robert J. Aley, is growing in interest each month.

Three is the number of men in schools in Tehama County outside of the two high schools.

Los Angeles is building fifteen new school buildings. Six have been made ready for use.

Principal Sheriff has succeeded Geo. S. Wells as City Superintendent of Schools of San Jose.

President Black has opened a four years preparatory course in the State Normal at San Diego and enrolled over eighty pupils.

The State of Ohio has offered to contribute $100,000.00 for a new school building in San Francisco, to be known as the Ohio School.

The San Luis Obispo new high school building has been completed. It is a great credit to the town, and to W. H. Weeks, the architect.

Frank J. Browne and Miss Jennie Morrow Long will conduct the Lassen County Institute, November 13, 14, 15, for Supt. J. F. Dixon.

Mrs. Mary W. George and Miss Anna Nicholson spent the summer vacation in study and teaching at Chicago University.

The contracts for the new Red Bluff High School have been let. The cost will be about $30,000 and is to be completed by July of next year.

Humboldt County has on its list of teachers many well-known instructors, among them V. A. McGeorge, P. H. Van Horn, Irwin Passmore.

Dr. Margaret Mahoney of San Francisco is following in the footsteps of Catherine Haley of Chicago, in her fight for salaries and more school money.

Winthrop Keep of the Red Bluff High School resigned before the opening to take a place in Berkeley. His position is filled by Miss Asenath Grier.

The October "Outlook" is a creditable number. This journal has the ablest current topics editorial of any journal published in the United States.

J. W. Redway, author of Redway's Natural Geography, will tour California in institute work this year. Miss Kate Ames has secured him for her institute.

The City of San Diego is to have one of the finest High School buildings in the State. The aim is to make it one of the most attractive in the United States.

The Sisters, under the leadership of Sister Loyola, held a very interesting institute at Hollywood College, Los Angeles, in August. More than 150 teachers were present.

Prof. Alex. B. Coffey has returned to California for a brief visit from William and Mary College, Va. Prof. Coffey conducted the institute in Humboldt and Trinity Counties.

Mr. C. F. Lummis has the most complete article ever published on "Books in Harness" in September "Out West." This article covers the use of library books in an exhaustive and careful way.

The School Masters' Club will hold a banquet in San Francisco October 13. As all records were burned, members are requested to send names and address to A. A. Macurda, corner Pine and Larkin Street, San Francisco.

Editor Gillan of the "Western Teacher" has a breezy article in the September number on "The Spirit of Mendicacy," in which he scores the Hon. W. T. Harris for accepting a pension from the Andrew Carnegie Fund.

"The Kindergarten Magazine and Pedagogical Digest" for September is the ablest publication covering the field indicated in its title ever issued. The number is a credit to educational journalism throughout the world. It sets the standard that makes Nicholas Murray Butler's "Educational Review" and other high-class periodicals seem below grade. Prof. Earle and his associates are certainly to be commended.

At a meeting of the Advisory Board of Editors of the "Western Journal of Education" it was decided to adopt the simplified form of spelling as recommended by "The Simplified Spelling Board." A. B. Nye was invited to write a review of Gov. Pardee's work for the schools during the past four years and Robt. Furlong was invited to write a review of Hon. Thomas J. Kirk's administration.

Leroy Anderson of the California Polytechnic School, at San Luis Obispo, is inviting people who know of young people interested in industrial or agricultural education to send names to his address.

The school above named has been established and is maintained by the State of California. Tuition is free. The particular objects of this school are to teach farming, blacksmithing, carpentering, culture of domestic animals, cooking, sewing, housekeeping, etc.

The directors of the schools are the Governor, the Superintendent of Public Instruction, Mayor Edwards of Santa Barbara, R. M. Shackelford of Paso Robles, Warren M. John of San Luis Obispo and F. A. Hihn.

Miss Jessica Peixotto, the sociologist and up to a few months ago the only woman member of the faculty of the University of California, has returned to Berkeley after a year spent in traveling over the European continent. Miss Peixotto will take up her work in the Department of Economics at the University. Her specialty is a critical discussion of socialism and kindred reforms. When she was granted her leave of absence this year the courses conducted by Miss Peixotto were dropped, as President Wheeler found it impossible to secur any one competent to conduct the University classes in socialism.

While away Dr. Peixotto gathered much material of an economic nature. She studied the political and economic conditions of Russia as well as the industrial conditions in France, Germany, Italy and Switzerland. Her friends expect her to embody some of her material in a book of economic essays in addition to the lectures she is preparing for her classes.

School teachers in the employ of the city deserve better pay. They have always been wretchedly underpaid, not only in Los Angeles but throughout the country. There is some apprehension just now as to a famine of teachers in this city and county owing to the increased demand. If there is anything in the law of prices governed by demand and supply then the salaries of teachers should inevitably increase. If they don't we deserve a famine. The years of toil and study and expense to which teachers are subjected before becoming qualified for their profession are enough to qualify them for fortunes. Instead we keep them down to beggarly wages and restrict them to eight or nine months of employment during each year. At the very least their salaries should run through the year, school or no school.—Los Angeles "Herald," August 8.

* * *

PROMOTION OF PROFESSOR CUBBERLEY.

It is with a certain amount of real satisfaction that we note in the daily press that Prof. Ellwood P. Cubberly, of Stanford University, has been promoted to a full Professorship in Education in that institution. This is a promotion well deserved. Professor Cubberley came to California in 1896, resigning the Presidency of Vincennes University, at Vincennes, Indiana, to become Superintendent of City Schools at San Diego. After two years of very successful services there he resigned to accept a position as an Assistant Professor of Education at Stanford University. The following year, 1899, he was promoted to an Associate Professorship, and now, in 1906, he has been made full Professor of Education, a position which has been vacant at Stanford since the resignation of Professor Griggs in 1898. During all these years Professor Cubberley has been acting head of the department, though two years of the time he has been absent on leave for purposes of study in the East and in Europe. Professor Cubberley's work as a teacher, as an institute lecturer, as a student of our school laws and his published work all have been of a high grade, and his promotion is a well deserved honor. It is personally known to the editor that Professor Cubberley has had, within the past three years, a number of good opportunities to leave Stanford University for a full professorship in Eastern institutions, but has declined each offer because he prefers to work in California and because he believes in the future of his work in Stanford University.

* * *

THE N. E. A. VOLUME FOR 1906.

Secretary Irwin Shepard of the N. E. A. sends out a statement regarding the Volume of Proceedings for 1906 from which it appears that at first it was thought that the papers planned, and in many cases prepared, for the San Francisco meeting might be collected and published in a volume for the year. This was found to be impossible, owing, in part, to the general desire of the department presidents to

reserve th most valuable papers for the next meeting that they may be discussed in convention.

It was finally decided, in view of the fact that the association completes its first fifty years in July, 1907, to publish a semi-centennial volume, and to incorporate in this volume:

The proceedings of the Department of Superintendence at Louisville

The special report of the committee on instruction in library administration in normal schools, recently completed.

A revised and completed index of all publications issued by the association since organization.

A classified list of topics discussed during the fifty years, arranged chronologically by departments.

An historical analysis of the work of the association from 1857 to 1907.

A review and analysis of the declarations of principles adopted by the association at its various annual meetings.

Statistical tables of membership enrollment, and of annual receipts and expenditures since organization.

Other matter appropriate to a volume closing the first fifty years of the association's history, including a directory of all life and active members of the association on its rolls at the date of publication.

It is believed that this will constitute one of the most valuable volumes of the series. The preparation of this volume is well under way.

* * *

THE LOS ANGELES STATE NORMAL SCHOOL.

The State Normal School at Los Angeles has made a new course of study covering three years and offering increased advantages for advanced students. Among those who have been added to the teaching force is Ernest Babcock, who will have charge of the work in agriculture and nature study, and also of the museum of the school. He is a graduate of the Los Angeles Normal School and of the Agricultural Department of the State University, and for some time has been actively connected with the experimental work of the State Horticultural Department. During vacation Mr. Babcock is dividing his time between Columbia University and visiting the leading museums of the East, especially the Field Columbian Museum in Chicago, and the National Museum at Washington, in order to complete plans for a museum on strictly modern lines at the Normal School.

Lewis M. Terman, the newly-elected teacher of pedagogy, is a graduate, with the degree of A.B., from Central Normal College, Danville, Ill., has the degrees of A.B. and A.M. from Indiana University, and the degree of Ph. D. from Clark University. Dr. Terman has had several years of practical experience in teaching in the grammar and secondary schools of Indiana, and was last year principal of the High School of San Bernardino. He has published several papers of consideration value on pedagogical subjects.

John B. Cleveland, who will teach mathematics, was a student at Stanford University, Knox College, and then at the University of Chicago, where he gained the degree of B.S. Mr. Cleveland has taught successfully in common schools, was principal of the Kewane (Ill.) High School for two years, and then tutor in mathematics at Knox College.

* * *

Art and Oratory.

The new teacher of drawing, Miss Nellie M. Gere, has studied extensively, both in this country and abroad, and has for several years been one of the four supervisors of drawing in the Chicago public schools.

Miss Alice M. Osden, teacher of reading, is a graduate of the Amerson School of Oratory, Boston, and was for many years teacher of reading in the Moorhead Normal School, Minnesota, and for the past six years in the Macomb Normal School, Illinois.

The position as critic teacher in the Training School, made vacant by the marriage of Miss Reeves, will be filled by Mrs. Beatrice Chandler Patton, who is a graduate of the Los Angeles Normal School, and received her B.S. degree from the University of Chicago. Mrs. Patton is also a member of the Phi Beta Kappa of Chicago University. Her practical experience has been gained, for the most part, as a critic teacher in the Educational School of Chicago University.

Everett Shepardson, who will have charge of the Training School, has been connected with the Normal School for many years, during this period developing and organizing the work in pedagogy and the study of children in a very satisfactory manner. During this vacation he is studying at Columbia University, acquainting himself with the methods and ideals of the practice schools in connection with the University and the Teachers College.

* * *

WILL TEACHERS ANSWER THIS?

San Jacinto, Cal., Sept. 26, 1906.

Dear Sir: I would very much like to know the trend of public opinion with regard to shorter hours at school.

Do most of the California schools stick to the old hours—9 to 12 and 1 to 4—or is it becoming common to shorten the afternoon session? I would like to know the trend both for high schools and for common schools.

Is the shortening of hours limited to the city schools, or does it obtain also in the town and the village schools?

Is the shortening of school hours considered advisable by educators, and if so upon what grounds?

I shall be greatly obliged to you for answers to the above questions.

Respectfully,

PAUL G. WARD,
Principal San Jacinto School.

A SCHOOL OF PEACE.

Mr. Edwin Ginn of Boston delivered to the International Peace Congress at Lucerne last September a very able address, in which he urged that from children's school-books should be weeded out all that tends to encourage unduly the martial spirit, while the heroes and heroines of today in the peaceful walks of life should be made prominent. He urges also that there should be a Peace Bureau, ably conducted, to furnish to all our American papers articles on the subject, that the clergy should be awakened and that an International School of Peace might be very useful. To the above we add what we have said before, that we wish the ablest peace man in the country could be a member of President Roosevelt's cabinet as Secretary of Peace.

GEO. T. ANGEL.

* * *

THE NEW APPORTIONMENT LAW.

The justice of the new law for the distribution of the State school fund has been demonstrated by the first apportionment under its provisions, the figures of which have just been given out by State Superintendent Kirk. The new apportionment shows that Yolo County in particular has been fortunate, since this county receives $7,023.91 more under the present method of distribution than it would have received under the old system. This represents a gain of $91.21 for each teacher employed in the country schools, which will enable the county to maintain its country schools for a longer period or decrease the amount of the school tax levy.

Governor Pardee started the movement for a fairer method of distributing the State school funds, and in his message to the last Legislature he pointed out the defects and inequalities of the old system. He showed that the apportionment in the poorer and more sparsely settled counties reached as low as $275 per teacher, while the aid received by the richer and more thickly counties went as high as $800 per teacher of State money. He recommended a complete revision of the method of distribution of the State money to the end that a more equitable division should be made. He championed the new law prepared by Superintendent Kirk, and after a memorable debate the bill was passed.—**Ex.**

* * *

"Through 'Frisco's Furnace" is the title of an attractive booklet showing how modern buildings stood both fire and earthquake. The photographs are intended to show the manner in which Dixon's Silica Graphite Paint preserved the maximum strength of the steel work of high buildings. The booklet is published by the Dixon Crucible Co., Jersey City, N. Y.

* * *

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The Western Journal of Education

November, 1906

CONTENTS

	PAGE
EDITORIAL	3
The Teachers of California—Pensions—Exchange of Teachers—Training Schools—The Los Angeles Schools.	
TWENTIETH CENTURY SCHOOLS AND TEACHERS—THE PROBLEM STATED. *By Fassett A. Cotton*	6
Present Status of Schools—The Coming Teacher.	
PRESENT DAY PROBLEMS IN SCHOOL ADMINISTRATION. *By David S. Snedden, Ph.D.*	10
THE ART OF STORY TELLING AND ITS USES IN THE SCHOOL-ROOM. *By Mizpah H. Greene*	14
DISCIPLINE. *By Jackson Gregory*	18
THE READING OF THE YOUNGER GENERATION	19
EXERCISES FOR THANKSGIVING PROGRAM	23
THE FRESNO MEETING	29
OFFICIAL DEPARTMENT	33
LIST OF REFORMED WORDS	36
TEACHERS' SALARIES	37
BOOKS AND MAGAZINES	39
WESTERN SCHOOL NEWS	41

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The Western Journal of Education

NOVEMBER, 1906

EDITORIAL

The Teachers of California

The teaching force of California ranks above that of any other state. This is not an idle boast but the statement of a fact. The teachers of California are well educated, cultured, progressive, and well groomed. The salaries paid in the 3072 rural school districts are higher than in any other state. The requirements of preparation in the normal schools, universities and before examining boards are on an average much higher than elsewhere. California leads in all the requirements, and in many of the rewards of teaching. The large cities of San Francisco, Oakland and Los Angeles do not always compare favorably in point of salary with other cities, but the salaries paid in school districts are much higher, and men and women of sane judgment who are familiar with the teaching body of many of the states are not backward in giving to the California teachers the banner in appearance, culture and credentials.

* * *

Pensions

Teachers cannot afford to accept charity, but can afford to accept pensions. A pension is a part of remuneration and is as legitimate as a regular salary. There has been much criticism on the Hon. W. T. Harris for accepting the private charity of Andrew Carnegie. It is claimed, and rightly, too, that a pension fund created by gifts is not an ideal one. A pension fund should be created by the state or municipality, not by individuals acting in a private capacity. The distinction between a gift of a millionaire as a reward for service to the state, and the gift of a state as a reward of service to the state is elemental, definite and clear.

The pensions of teachers should come from a national fund. They have fought the fight of peace, and her battles are great. The wounds and scars are many, and these soldiers of peace should be pensioned by the national government. It is against public policy that industrial laws should build up such great private fortunes that individuals can make mendicants of the human race.

* * *

Exchange of Teachers

The keenest note of educational progress is the exchange of teachers between France and England. The United States should take up this exchange with Japan, Mexico, China, interstate, and international. It would mean the harmonizing of all the races, and the approach to a brotherhood among nations that was the dream of the poets a few years ago. The Bulletin administratif of August 25 contains the terms of the agreement between France and England for the exchange of teachers. (1) The French Ministry is prepared to receive every year, in a certain number of lycees, colleges, higher masters and schoolmistresses as "assistants." The number of vacant posts will be communicated to the Board of Education not later than June 15 in each year. The Board of Education will make inquiry of heads of secondary schools or training colleges enjoying an established reputation to learn whether they wish to receive French assistants in their establishments. The Board will acquaint the French Ministry by June 15 at latest, with the number of schools or training colleges that desire assistants of this sort. (2) English applicants for these posts must be, as a rule, graduates of a British University, or must have passed an examination required from candidates for a degree; but posts in primary normal schools and higher primary schools may be applied for by certificated (men or women) teachers in primary schools. Evidence of professional training, or practical experience in giving instruction, will be regarded as an additional qualification. French assistants, in order to obtain appointments in English or Welsh schools, must possess, as a general rule, the diploma of licencie (in Letters, Science, or History, &c.). A candidate for the post of an assistant in a training college will have to hold, at least, the

brevet superieur. (3) All assistants, French or English, will be deemed (apart from special private arrangements) to be engaged for the school year; that is to say, from October to July in France, and from September to July in England. (4) English assistants will receive, in the establishment to which they are attached, a suitable room, food, lighting and heating, and washing (except of body linen). For repetitrices in primary normal schools the terms remain those fixed by the Ministerial circular of September 29, 1894; they pay a fee of £16 for board. French assistants in English schools where boarders are taken will be received on similar terms; or, in place of board and lodging, they must be paid a sum of at least £60 a year. (5) The assistants, whether in France or in England, are placed under the direct authority of the head of the institution to which they are attached. In secondary schools they must not be required to do more than two hours' work a day; in no way and under no pretext must they be called to undertake the ordinary instruction of a class or supervision duty. The nature of their work is determined in France by the Regulations of February 15, 1904, and in England by the circular of the Board of Education dated June 1, 1905. They are to associate as equals with the rest of the staff, must be free to follow any of the courses that may be serviceable to them, and heads of establishments are to afford them every proper means of perfecting themselves in the language of the country.

* * *

Training Schools

Dr. O. P. Jenkins, of Stanford University, has outlined a novel plan for training schools for university students and others who are preparing for high school teachers. It is his suggestion that certain high schools be designated as training schools, and that the state furnish critic and other teachers, that the students have the full benefit of those model high schools. The plan has a number of desirable features. First, the high school would be an average working high school, and not a model school in the sense selected pupils, and special environment, and extraordinary equipment. Second, the expense would be reduced to a mininum as compared to maintaining a separate high school at Berkeley, Stanford,

and at some of the normal schools. The training school feature of normal schools and the educational department of our universities has not been thorouly worked out. Dr. Frederic Burk of the San Francisco Normal School agitated the question a few years ago. The seed which was sown at that time is beginning to grow.

* * *

The Los Angeles Schools

The City of Los Angeles is about to set the pace for other cities of the United States in school administration. The selection of teachers on a competitive basis, not upon academic lines, but upon fitness of teaching, the inauguration of a sane course of study, the care for children of delinquent mentality and of defective character, the building of fine schoolhouses, the increase of salaries, show great progress.

* * *

Twentieth Century Schools and Teachers
The Problem Stated

By Fassett A. Cotton

The demand of the Twentieth Century is for an education that is practical. It is for an education that will prepare for complete living. There is to be a close relation between school and life, and the school is to do the things that will help boys and girls find their work in the world. Great changes have come in the industrial world and new problems in education confront us. A great many men have succeeded hitherto in despite of their training rather than by reason of it. As a matter of fact there has been very little relation between school and community. The school has been a thing separate and apart from the affairs of life. For a hundred years we have been too busy to study either, much less to discover any close relation between the two. But now that our forests have been cleared and the timber sold, that our gas fields have been exhausted, that our oil regions have been tapped and pretty well drained, that our coal deposits for the most part have been leased, that our public utilities have been sold for a song, we are beginning to study the conditions of life and to ask questions with regard to the future. In our greed for gain we have been prodigal of our resources. Vast fortunes have been literally thrust upon us. It is true that great things have been

accomplished. Travel and transportation are easy. Good roads and steam and electricity have diminished and all but destroyed distance. The remotest farm has been brought close to the market. Machinery has lessened labor. With our ease and prosperity and rapid living we stand face to face with the paradox that the thing that has enriched us has at the same time impoverished us. However, to the student the way of redemption is apparent. If wit and an abundance of raw material have made fortunes in the past, intelligent work and an inexhaustible asset are to furnish comfortable competencies in the future. But everybody must work, and must work intelligently, because in the future these competencies will have to be earned, and earned in the sweat of the face. While there will be great manufacturing projects, the margin will be close. There will be great railway systems to operate, but the profits will diminish. The masses in this country, as elsewhere, must finally get their sustenance from the soil, and the education of the future must in some way more than ever before inspire a "love for the land." It has been shown recently that our present population may increase fourfold and still get its living from the soil that is now in cultivation, and that our resources in unimproved lands will admit an eightfold increase in population with scientific, intensive farming. Here then is one of the great problems, if not the greatest problem of the school of the Twentieth Century.

Present Status of Schools.

Are the schools prepared to solve the problem? It would be folly to claim that they are. Teaching is not a profession and can never be under the present conditions. On the one hand the term is short, the pay is poor, and more often than not the school officials and the people themselves have very meager notions of education and what it should do for the children. The people want it practical, but they do not know what is most practical. They do not see the difference between a mere possession of unrelated facts and the power to think and do things. On the other hand, very frequently the qualifications of the teachers are very meager. Teachers themselves often do not know what it means to teach school. They have not studied the real problem of education. They scarcely know their subjects, the mere tools of education, from the fact side, and the problem of skillful presentation, and the larger one of making

men and women they have not considered. Indeed in many instances they have never chosen to teach school; for them teaching is a makeshift till they find themselves. And so it is possible for them to go on year after year. Is it any wonder that in a hundred years teaching has not taken on the dignity of a profession? In all this the fault does not lie in the teacher, but it is nevertheless most certainly a grievous misfortune to the children.

The Coming Teacher.

But with the changed conditions of life a change must come in the teacher and his work. The teacher must prepare to do the work that is before him. He must study the problems of life and realize that the schools have a very important part in their solution. He must realize that the boys and girls of today are to earn a living on closer margin than their ancestors did. School and life are to be related. The day of blind teaching of facts is gone—the teacher of the future must be going somewhere, and he must know where he is going and the best way to get there. Along with his work in teaching the subjects which are the tools of education must go the ability to awaken in every pupil the necessity of doing good work. In rural communities where the masses live the soil must be a large factor in school work. Upon the schools more than upon anything else depends the future of this country. The teacher who realizes this fact and makes preparation to meet the new conditions is the teacher who will be in demand. Longer terms, better salaries and better preparation must come together. Much has been done already, but much more must follow. The minimum length of term is now six months. It must be made seven at once, and in a few years should be at least eight months in every district. The country boys and girls can never have equal educational opportunities till this is accomplished. With more practical and better work eight months would not be too much.

There must be better preparation on the part of the teacher. However, the change must be fair to all interests. There are thousands of conscientious, hard-working teachers who have done the best they could under the prevailing conditions. These must not suffer but must be given a chance to adjust themselves to the new conditions. But for all new teachers of the future something larger and more definite should be demanded. School officials should be empowered to set a date

after which time no new teacher will be employed who does not meet the new conditions. To illustrate, it could be announced that after September 1, 1910, teachers will be classified in some such way as follows, and that teachers who do not meet these conditions will not be employed:

1. Mimimum Grade.—This class must have scholarship equivalent to that of a commissioned high school graduate, must have one year of professional training, and must hold a twelve months' license. This class would be eligible to teach in district schools and in primary and elementary grades in town and city systems.

2. Second Grade.—This class must have scholarship equivalent to that of a commissioned high school graduate, must have two years of professional training, and must hold a twenty-four months' license. This class would be eligible to teach in the district schools and in the grammar grades of town and city systems.

3. Third Grade.—This class must have scholarship equivalent to that of a commissioned high school graduate, must have three years of professional training, and must hold a thirty-six months' state license. This class would be eligible to teach in the district schools, the grammar grades and in township and non-commissioned high schools.

4. Fourth Grade.—This class must have scholarship equivalent to that of the college graduate, must have at least one year of professional training, and must hold a sixty months' license. Such person would be eligible to teach in commissioned high schools.

Of course better preparation should carry with it better salaries and a new schedule should be announced. Salaries should be commensurate with the time and money expended in preparation and the skill brought to the calling. Living salaries should be paid—salaries that would offer some inducement to competent men and women to enter and remain in the profession. Under the new conditions the minimum salary should be not less than six hundred dollars for teachers of the third and fourth grades. Under these conditions it is fair to suppose that more competent men and women would choose teaching as their life work, and would make the preparation necessary to work in the higher grades. It is also a fair supposition that under such conditions the schools would do better work. Indeed it is only under such school conditions that we can hope to meet the new demands of education.

Present Day Problems in School Administration

By David S. Snedden, Ph.D., Teachers College, Columbia

[In Kindergarten Magazine and Pedagogical Digest]

In large measure the proponents of American free public education have attained the objects for which they strove in the nineteenth century. Education has become practically universal, including that of high school grade; its non-sectarian character is practically guaranteed; financial support is more and more willingly given; we have the beginnings of a true profession of teaching; and popular faith in the education of all classes is the admiration of our foreign visitors.

The system as a whole being on a firm footing, educators are now turning their attention to the perfecting of its parts. Laymen and the public are less disposed to manage the details and processes of education than formerly; the professional educator, the specialized administrator, the trained teacher—these must assume an increasing responsibility for processes and results. From the standpoint of school administration a series of well-defined problems confront the student at the present time, on all of which much patient work and experiment are necessary. Among these problems the following may be noted:

(1) The adjustment of the burdens of taxation. The school tax is a very large part of the tax paid now by state and community. But to perfect our education as it should be perfected will require much more money—money for better salaries, better buildings, industrial work, teachers' pensions, and other means of improvement. In many states the importance of these is acknowledged, but imperfect systems of taxation already impose too severe a burden upon productive industries. Few of our states have advanced beyond the stage of raising most of their money by a tax on real property, which tends to become a very severe drain upon industry. From the social point of view we do not spend much on education; on liquors we spend more than four times as much as for all public education; for tobacco twice as much; for advertising one and a half times as much; and in other profitless channels much more. Yet the burden for education falls mainly on a few forms of industry, which, in many communities, have reached their limit of endurance. Recent investigations of the economic laws underlying the incidence of taxation prove that a reorganization

of the taxation system in most states is an imperative necessity. Educators and other custodians of the public welfare through education must study and act in these matters.

(2) In many states it is necessary to greatly improve the systems of distributing school funds now raised. Especially is this required in the case of the rural schools. The state should secure to every fair-sized group of children full educational opportunities. Having attained this object, the state should also, in its provisions for distributing funds, tend to stimulate local endeavor, especially in cities, provided that can be done without fiscal exhaustion. The means and methods by which this can be done constitute at present important problems in educational administration. The system of most states is highly imperfect in this regard; in only four or five has a fairly acceptable system been developed.

(3) In those large cities where problems of taxation and finance have been somewhat solved, new problems naturally arise. Conspicuous among these is that of providing an adequate system of educational bookkeeping. Not only in matters of school finance, but in the matters of recording the work and results of municipal education are we deplorably deficient. The process of applying suitable statistical methods in city school systems is yet undeveloped. As a consequence, we cannot prove to the satisfaction of a man of business training whether our systems are economically administered; what proportion of children needing an education are obtaining it; what is being done with the physically incapacitated; what becomes of the children who fail of promotion or who drop out; or what is actually accomplished, in an educational sense, by the work, say, of the last two grades in the elementary school. In these and numerous other respects our educational bookkeeping is in a bad state; and much study and labor will be required to improve it.

(4) Another administrative problem at present claiming much attention in city systems is that of adjusting education more to individual needs. The graded system, periodic promotions, uniform courses of study, and the other mechanical devices necessarily developing in the mass handling of children have accomplished much good, but have involved the submergence of the individual. The sick child, the underfed child, the mentally peculiar child, the child of special tastes and aptitudes, the child of the foreigner, the child whose home surroundings have been imperfect—all these have been the victims

of the great school machine, whose gear and speed have been determined by the capacity average child. For these misfits the city school system may prove a veritable Juggernaut. Today a vast deal of sympathetic effort is being directed to the study of the means by which the system of education may more nearly conform itself to the individual. Special classes, flexible systems of promotion, modified courses of study, elective studies, departmental work, smaller classes, and numerous other devices are being tried. Many workers are now in this field, so we may expect some results ere long.

(5) In the better cities (educationally speaking) the problems of training teachers and of appointing those most fit have been measurably solved. Our knowledge here is far ahead of our practice. But in the matter of raising the efficiency of the established teaching force our knowledge of suitable method is yet small. The teaching force of a city is now a comparatively stable body. Permanent tenure and the likelihood of a pension system, combined with better salaries, make this possible. But because teachers are not subjected to the conditions of competition among themselves such as prevail among professional workers in other fields, there arises great danger that they will fail to advance themselves in their work. History is not unfamiliar with bodies of workers having a permanent hold on their positions and being advanced in an automatic way who have ceased to grow and have developed vicious bureaucracies. City teaching offers little opportunity for promotion from one rank to another; the chief promotion must be in salary. At present salary advances are based largely on length of service. The problem of utilizing salary advances as a means of raising the efficiency of a teaching corps is complex, but will have to be realized. In some cities experiments are now being tried. Teachers are advanced in salary, not on the basis of length of service, but on the basis of efficiency, as is the case in every well-conducted business. A premium is put on the teacher who has, or who produces in herself, capacity and educational productiveness. The chief difficulty at present is to discriminate among teachers as to this efficiency. Examinations are very imperfect tests of it, and the personal estimates of principals and superintendents in view of their own possible lack of professional capacity may be unacceptable to the majority of teachers. The problem will be much nearer solution when we shall have professionally trained school administrators.

(6) For all schools the problem of providing trained supervisors of education is still an unsolved one. The chief official in the direct supervision of education is the school principal. At present he is usually some successful teacher of more than average personal power and character. Beyond this, at present, no intelligent demand can be made. There is no special education designed to prepare a school principal (at least in popular estimation) and as a consequence his actual professional training may be and often is quite inferior to that of the teachers under him. Furthermore, there is no widespread standard as to what should be the work of the principal. No special and well-recognized functions are conceived to inhere in the supervisor of instruction, the administrator of the course of study, the director of the professional growth of teachers. From some points of view there is no more serious problem in educational administration than that of developing standards and procedures for the work of the school principal, and the training of men and women to meet these standards. Many problems connected with the development of courses of study, the professional growth of teachers, the improvement of actual teaching, the advancement of teachers, and other departments of educational efficiency wait for their solution on the provision of professionally effective school principals.

(7) Finally, in this far from complete list of administrative problems in education may be mentioned that of providing industrial education. From the standpoint of curriculum unquestionably the next great advance in American education will be in the direction of making the public school, in all its departments, largely responsible for vocational education. The new demand, first felt in Europe and there already realized in considerable measure, is sweeping upon us with vigor. To meet this very real and justifiable demand we shall have to raise more money for schools, prepare hosts of teachers with new training, readjust our conceptions of the course of study, reorganize our school architecture, affiliate our schools with existing industries, and in numerous other ways break with many of our cherished educational traditions. It is small wonder, in view of the great changes to be made, that our educators approach the subject of vocational education with hesitation, even reluctance; and that so many of them delay the inception of it with specious arguments about the traditional functions of the public schools. There can be hardly any doubt that vocational education involves many of the most difficult problems which the administrator in education must face.

The Art of Story Telling and Its Uses in the School-room

By Mizpah S. Greene

As soon as the average child is old enough to read, literature of various kinds is before him, and he has the pleasure and privilege of reading to his heart's content. If his reading is carefully selected and rightly directed, it will prove a most valuable means of personal benefit and education to him. But altho reading matter, adapted to the years and understanding of the particular child, is so abundant, and children have so many opportunities of reading for themselves, the useful art of story-telling must not be overlooked or neglected, for much may be gained from a story told in a bright, interesting manner, which could not be received in any other way. It makes the story seem more real and vital to the child, more a part of his own life. It comes to him through the medium of the living voice and is thus a living message to him. It is presented perhaps with numerous gestures and apt illustrations, which hold his attention and arouse his ever active imagination. It is accompanied by a pleasant smile, or a look and accent of sadness, delight, surprise, dismay, fright or excitement, as the occasion may demand, which makes him feel, sympathize, and act with the characters the story portrays, and learn the lessons which they teach. I have known many a child, during my years of experience as a public school teacher, who has been led to noble, unselfish action through the influence of some story character. I remember one dear little fellow in particular who willingly and gladly gave his last cherished dime to pay his younger brother's street-car fare to a school picnic, because he was anxious to be like "Brave Tom" in the bright, cheery little story I had told the children only the day before. Another child in the same room gave up the use of cigarettes because some story character was too manly to use them.

A story fascinates a child when it portrays for him the wonderful and the strange, the miraculous and the dramatic, for which he has a natural love, since they appeal to his imagination. The mind of a child is filled with strange fancies and images; they are a part of himself and often prove an inspiration to him. It is the duty and privilege of the wise teacher to direct many of these fancies into the right channels and

The Art of Story Telling and Its Uses in the School-room. By Mizpah S. Greene. From "Successful Teaching." Funk & Wagnalls, Publishers, New York; $1.00.

make them a source of benefit to the child mind. She can often find no better way than through the medium of a good story. A child's knowledge and experience are very limited. A helpful story, appropriate to his years and understanding, told in an entertaining manner, and in language which he can understand, will provide for him new thoughts and experiences to treasure up in his active little mind, and use in the days to come.

The child mind has a tendency to create ideals, and the story may furnish the right kind of material to develop this tendency, bringing the imagination again into play and turning the thoughts into new and pleasing channels. The ideal may not be the one in the mind of the story-teller, but it is none the less valuable to him, and tends to make his life fuller and richer.

A story to be interesting to children must be true to life. The characters the child finds in real life must not be lacking in the story. He wants something more than the child-life in his story to make it appeal to his idea of life, as he finds it. He has a tender, loving father and mother; his story-child must be helped and blessed in the same way. Perhaps he listens to his favorite stories at his grandma's knee; must there not be a dear old grandma in the life of his story friends? A dear little boy has lost the father he loved with all the strength of his young heart. As he climbs on his mother's knee for his evening story, he asks pleadingly, "Mamma, mamma! tell me about the poor little boy, in the long, long time ago, who didn't have any papa." The little lad in the story had many wonderful experiences, which could never come to him, but they had one common link which made the story-boy very dear to the real boy.

I once asked a large class of primary children to tell me a story about a picture of two little girls that I held up before them. A thoughtful little maiden said anxiously, "But, teacher, where are the papa and mama?" The picture just as it was contained no story for her.

Our reason why the story arouses so much interest in the mind of a child is because it presents events to him in wholes. Thus, he is not satisfied with parts of stories; the beginning, the middle, or the end alone, but he insists upon hearing the complete story. A usually attentive little girl showed her evident discontent and lack of interest, while her Sabbath-school teacher was telling, in an interesting manner, the story of

David and Goliath. The child's dissatisfaction was so plainly shown that at length the teacher asked a little impatiently, "What is the matter, Anna? Don't you like to hear all about brave David and how he conquered the terrible giant?" "You didn't tell us about David as a little boy, and how he grew to be so strong and brave," was the child's reply, followed by a shower of tears.

Another reason why stories are so attractive to the child, is because they often take him far back to the happenings of the past. Children are always interested in hearing about things that took place "a long, long time ago," or "In the long ago time," and his favorite beginning for a story is, "Once the new ideas and experiences that the story brings to him. upon a time."

A good story leads from the known to the related unknown. The child delights in matching what he already knows with With each helpful and entertaining story to which he listens, his knowledge is increased, and therefore his mind is broadened and enriched. The story develops the mind naturally and normally. The knowledge and helpful influence are not forced upon him, but gradually, day by day, become a part of himself. The story may remain with him for days and weeks, and even years, until, unconsciously, and without effort he has imbibed the truths and lessons the story aims to impart to him. From the story characters who are brave and honest and true, the same traits may enter into the mind and life of the child.

Children like to hear a story which strongly appeals to them, told over and over again, and each time it seems to mean more to them than ever before. The brave boy seems braver, the giant stronger, the deed more wonderful, each time the story is repeated. A wise teacher will rarely refuse to repeat a good story when the children request it, for in addition to the pleasure she is thus giving them, she may be impressing upon them by this repetition lessons which will influence for good their after lives. The real end and aim of all story-telling should indeed be character-building, and stories which tend to this result cannot be too often repeated, as long as they appeal to the child's interest.

A good story for children must have plenty of action and progressive movement. Children like to have things happen and "happen quick." They want their story characters to be

in motion; to be accomplishing something. They are not interested in long-drawn-out tales, with long, complicated sentences, and prosy descriptions; but bright, spicy, animated stories, full of spontaneous life and action, with a great predominance of narrative over the descriptive.

No story should be presented even to children, and perhaps I should say, least of all to children, unless it has a well defined and carefully worked out plot or plan, leading naturally and easily from one incident to another; gradually unfolding itself step by step, until at last its winding up shall be the probable consequence of all that has gone before.

The language and material of the story should be characterized by perfect purity of thought and expression, and through all and in all, a true Christian spirit. It should form a point of contact with the child's life, guiding his thoughts naturally, until he is able to grasp the great truths and problems of life. With such a story one may hope not only to interest and instruct the child, but to make him a worthy representative of the race in every respect.

Finally I would impress upon all parents and teachers the inestimable importance of the art of story-telling, not only in the school-room but in the home and in all the haunts of childhood. I would urge upon all who are instrumental in the training of children, to make every possible effort to make their choice of stories and method of story-telling ideal; realizing that the real purpose of the story is not merely to give the children pleasure, altho that is of importance, but to become an essential factor in mind-training and character-building.

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Manual Training in the Schools

The fundamental reason for maintaining manual training in the schools may be stated briefly to be the insistent demand of child nature for something to do by hand; a demand made, as we know, unanimously by body, mind, and heart. The general direction which the instruction should pursue is determined by three factors: the interests of the child at the time, the social and economic conditions under which he lives, and the ideals toward which he should grow; in other words, whatever he does should be interesting, practical, and beautiful.—Henry T. Bailey.

Discipline

By Jackson Gregory, Principal Ione Public School

I am not prepared to say that there should not be in the teachers' list of work a thing that is as yet altogether subservient to such 100 per cent subjects as Arithemetic, Grammar, and Geography. It is Discipline. With it we can gain everything, without it hardly so much. I was about to say, nothing.

"The child is father to the man." But do we realize it sufficiently? Do we really take to heart that axiom of the old Prose-Poet that we have always known, "Just as the twig is bent," etc? Do we realize that all in the world the first year's work is for is to prepare the boy for the second? That he is not going to spend his life spelling cat and exclaiming vehemently on the infallible result of 2x2? That the second but prepares the boy for the third? That the eighth prepares him for the worlds by receiving class—for life? For it does often enough.

We are, all of us, in spite of things we indignantly say to the contrary, very largely creatures of Habit. If we say aint all of our life there is no doubt that we can change it to aren't, but there is as little doubt that we won't. Now do we teachers realize sufficiently that it doesn't greatly matter whether or not Johnny can find the common factors of 1616 and 4816—but that it does very much matter if Johnny doesn't learn this all the same. Not a real paradox at all. It is not the lack of the knowledge that will handicap Johnny, but the lack of the training in acquiring that knowledge. He may forget the way to work square root—the odds are very large that he will—but he may have received from a careful teacher certain mental discipline, a certain habit of logical thinking, that he cannot forget. For it is a part of him. The stuff he learns is not the thing—it's the habit, the way of learning it. Take two boys when they are six— teach Johnny all the things he should know, but teach them in a careless, methodless way that will leave Johnny at sixteen with a pudding-stone brain into which facts are inserted in a helter-skelter way. Teach Sammy things that don't matter—things that he will never use—but teach them logically, consistently. At twenty-five which boy is going to be swinging along in a free, easy stride looking back for the other?

Careless work is too often worse than no work. Accuracy is a jewel. Few jewels are rarer. Approximations are abominations in the sight of the wise teacher—nine times out of ten unsatisfactory makeshifts. Let us have accuracy when the youngsters march in—let us have the proper distance between them—let us have them take their seats together. Let us have them pass to the board when we tell them—not 3-27th of a minute later. Let us have them erase when we say erase—not when they get ready. Lay down as a commandment that the line for diagraming shall be straight, not crooked. Let us set the brand of eternal censure on the lackadaisical work in arithmetic that comes to us daily when the pupil doesn't know what he is trying to do, or why, but adds or multiplies as the spirit moves him.

In all things let us have **precision.** They can get into the habit of making accurate statements if they know their work—if they don't, the fault is elsewhere. And when we have gained this point we have given to the child the Edelweiss that he has clambered up the mountain for. We have given him what he will use when he no longer remembers how many English were killed in the battle of Something-or-Other. Discipline. And Discipline does not mean copious drubbings—the more discipline the less of this—It does mean Accuracy.

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The Reading of the Younger Generation

[From "The Journal of Education," London]

Do the younger generation read more trash and fewer good books than their fathers and mothers did? Miss Low, in an interesting paper in the February number of the "Nineteenth Century," maintains that they do. She bases her argument chiefly upon the answers given by high school girls to a paper of questions about their favorite authors, the magazines they read, etc. If these answers represent the whole truth and nothing but the truth, the state of culture of an average high school girl of fifteen or sixteen is not a high one. But before deciding that they are such utter barbarians as they appear I should like to know how far these school girls' answers represent the real facts. Some of them should, I think, be received with much caution. A girl, e. g., is asked what magazines she reads. With the natural impulse of this much-examined generation she immediately writes down the names of all she knows. Miss Low

concludes, I think too abruptly, that the unhappy child reads every one of these magazines every month!

Again, when the complaint is that they do not read Scott or Dickens, I should like first to be sure that they knew who was the author of "Ivanhoe" or of "Oliver Twist." It sounds absurd to suggest that they may have read these without knowing or remembering the names of their authors; but it is really possible. I have seen a little boy reading "Ivanhoe" with joy in a sixpenny edition which he had bought for himself, who had never disturbed the rows of Scott's novels in nice bindings which I have placed in the shelves in the hope of attracting him and his fellows. Scott does not appeal to all tastes at all ages, nor does Dickens. I remember at the age of thirteen thinking "Waverley" dull, and being horribly tired of "Little Dorrit," both of which I heard read aloud by a good reader whom I loved, and therefore heard in the most favorable circumstances, but before my mind was ready for them. Indeed it is not yet ready for "Little Dorrit," though I often wonder how I could ever have thought "Waverley" dull. At that same age I loved Scott's poetry, and I find that young people still love it, and that here and there a quite young boy will devour the "Waverley" novels. I do not know a boy who does not like "Marmion" or "The Lady of the Lake," but, as most of them have read one or other in school, perhaps Miss Low would not count this, even though they will read it at home when it is not set. When they are older they may learn to like Scott's novels; if not, they must be content with their Stevenson, who has some of the qualities which endeared Scott to us. Stevenson himself, in one of his essays, tells how he "discovered" his Scott, by coming upon the character of Andrew Fairservice. Scott, in his own generation, was beloved by the young, and thought that his books would most naturally please "young people of bold and frank disposition." Perhaps in those days the wise-acres shook their heads when they found young people absorbed in them. I can remember hearing the same things said when I was young. Miss Mulock's stories, which Miss Low places among the classics—"John Halifax" and others—came out in the magazines, and I was reproved for wasting time in reading them, and told to get "something sensible to read, instead of filling my head with that trash." "That trash" on the particular occasion included "Pride and Prejudice" in a yellow-backed cover.

To return to our young people: I draw my own conclusions chiefly from a smaller area; but because it is small I know it, and I have no reasons for believing it to be exceptionally good. For the last twenty years or so I have had some part of the care of a few boys of varying ages attending a day school. They are welcome to our books at any time and they have access to a small school library. They always, however, bring with them a few books of their own for reading at spare moments, and these must to a certain extent show their tastes. One boy used to bring chiefly historical books of all kinds—I remember Creighton's "Queen Elizabeth" and Froude's "Elizabethan Seamen." This term the elder boys' books are not very remarkable—they have three by Rider Haggard, four by Max Pemberton, one by Conan Doyle, one by A. J. Church, one by Stevenson, Tennyson's poems, "The Romance of Modern Electricity," Whetham's "Recent Developments of Physical Science," Proctor's "Leisure Readings," and a Shakespeare borrowed, "Nature" borrowed, "Tale of Two Cities" borrowed, besides books which will be used in school, and books which have been placed in their study for their use. I have known these boys to buy for themselves, and have seen them reading at tea-time, such books as More's "Utopia," and copies of Cassell's six-penny editions of plays of Shakespeare (without notes, I think, and certainly not for examination or for school work). "A whole term" spent in school over one play of Shakespeare (after all, probably only 24 lessons) has not in their case produced the result which Miss Low deprecates, of "boredom verging on dislike."

The juniors have brought in their play-boxes numbers of natural history books—two of them have Wood's large book, books about moths and butterflies, plants, British birds, etc. Some of these have been bought by the saving of treasured pence, or with money sent to buy a birthday present. Books about animals are perhaps the most universally popular at this age (from eight to fourteen). Seton Thompson's books they are very fond of and Kipling's "Jungle Books." I have known a boy of ten, when it came to his turn in a game we were playing to tell a story, stand up and repeat a tale from the "Jungle Book" almost word for word. This book was his own private property, and he never seemed to tire of reading it.

Besides animal stories and books of natural history, the junior's own books include "Gulliver's Travels," "Robinson

Crusoe," "Swiss Family Robinson," "Grimms' Fairy Tales," "Tom Brown's Schooldays," Lang's "True Story-book" (a great favorite), Newbolt's "Tales from Froissart," "Ivanhoe," Stevenson's "Black Arrow," a whole set of "Books for the Bairns," one each of Jules Verne, Fenimore Cooper, Ballantyne and Henty.

It seems to me that the children of this generation have an immense advantage over us in the cheap reprints of the best books, which are as common as "trash," and which I believe they generally prefer. I have known two brothers—ages eight and ten—spend part of their weekly pence in taking in the series of "Penny Poets" as they came out, and I once overheard to my great amusement a lively argument between the younger of these brothers and another boy of nine on the merits of "Paradise Lost," which was the latest number, and which the youngster of eight complained that he "could not understand." "What can't you understand?" asked the nine-year-old; "just tell me what it is you can't understand in it, and I'll explain it to you!"

On Sunday evenings I generally read to them for half an hour, and the one book which has never failed to please is "Pilgrim's Progress." I once heard one young person describe it as "a jolly decent book!"

Children's history books now are as interesting as any other story books, and books which they read in school are attractive enough to be borrowed by boys in other forms than those in which they are read. In this way at present come in "Hereward the Wake," "Children of the New Forest," "Ivanhoe," "The Story of Odysseus," and the "Temple Readers," which are often borrowed from each other and read "for pleasure." I should not think it more necessary to recommend such books than to recommend jam tarts, which, if well made, supplied at the right time and not too frequently, are sufficiently attractive in themselves.

None of these boys—with perhaps one or two exceptions—has been a specially clever boy or has belonged to a specially literary family. No doubt they could be made to like trash if it were provided and put in their way, or if they saw us always reading it ourselves; but then such a course on our part would reflect rather upon our generation than on theirs.—"Journal of Education," London.

Exercises for Thanksgiving Program

Arranged by Cora M. Hamilton

[From "The Western Teacher."]

Singing by the school—"Song of Praise."

Recitation by the school—Mrs. Hemans's "Landing of the Pilgrims."

Recitation by pupil—Part I of the Pilgrim Story.

Part II.—The Landing.

PART III.—The Famine.

Part IV.—The First Thanksgiving.

Reproduction of the Story of the Mayflower—read by pupil or told.

Song—"Over the Hills to Grandfather's Farm We Go." Kindergarten Songs.

Oral reproduction by several children of the Story of Miles Standish.

Song—Thanksgiving.

Exercise by school—Getting Ready a Thanksgiving Dinner.

Recitation by a pupil—"Whittier's Pumpkin."

Song—"Fill the Baskets."

Squirrel Stories and Verses—Primary Class.

Memory Gem—Thanksgiving Poem—by school.

Thanksgiving Day Program.

The Thanksgiving work may show two great divisions—the traditional and the personal. On the traditional side all the pupils, big and little, may learn for their November memory gem Mrs. Hemans's beautiful poem—

The breaking waves dashed high
  On a stern and rock bound coast,
And the woods against a stormy sky
  Their giant branches tossed.

And the heavy night hung dark
  The hills and waters o'er,
When a band of exiles moored their bark
  On the wild New England shore.

Not as the conqueror comes
  They, the true-hearted, came;
Not with the roll of stirring drums
  And the trump that speaks of fame.

Not as the flying come
  In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang
  And the stars sang and the sea,
And the sounding aisles of the dim woods rang
  To the anthem of the free.

The ocean eagle soared
  From his nest by the white waves' foam
And the rocking pines of the forest roared—
  This was their welcome home.

What sought they thus afar?
  Bright jewels of the mine?
The wealth of seas, the spoils of war?
  They sought a faith's pure shrine.

Aye, call it holy ground,
  The soil where first they trod,
They have left unstained what there they found—
  Freedom to worship God.

When the rhythm and swing of the poem have made their impression, the teacher provides for the interpretation of it through colonial stories. The story of the Pilgrims and their persecution in their own country, their migration to Holland and their reluctance to form a permanent colony there should be clearly brought out in familiar talks.

The children should eventually be able to draw a fair representation of the Mayflower and tell a connected story of the journey and landing of its passengers. These stories should form the basis of the language production work for the month of November.

A teacher in looking over her scrap-book stock the other day came across this poem. It is divided into sections so that each section can be assigned to a different pupil for recitation:

"Over the raging ocean from a country far away
There came a band of wanderers one bleak November day,
The clouds were wild and stormy, the wind blew like a gale,
It shattered spar and mainmast, and in tatters tore the sail.

But in the crowded cabin were sturdy hearts and strong,
Undaunted by the tempest, unbaffled by the storm.
Whence came these loyal people? What sought they in this land,
Where far and bleak before them stretched miles of barren sand?

THE LANDING.

In a country far over the ocean, a great many years ago,
A brave band of worshippers gathered to pray to the God we know.
Their king was a haughty monarch, he ruled with an iron hand,
No love for the poor did he have; he exiled the little band.
The shores of New England were barren, but rich in their eyes were they;
For there they could stay and worship, and to their God they could pray.
In their stanch little bark, the Mayflower, which bravely withstood every shock,
They sailed o'er the stormy ocean and landed at Plymouth Rock.

THE FAMINE.

Sad and dreary was the winter, frost and snow came on apace.
Poor and scanty was their raiment; famine stared them in the face.
Death, the greatest of all reapers, entered then their little band;
Merciful and yet relentless, bore them to the Spirit Land.
Yet the brave, true hearts ne'er faltered, but a day for fast was set.
And they prayed the good Creator that their wants might soon be met,
And their captain, grim and hoary, stout of heart and strong of hand,
Though the days were dark and dreary, comforted the little band.

THE FIRST THANKSGIVING.

'Tis the morn of the first Thanksgiving; the air is crisp and cold;
The snow lies in drifts in the highways; the wind is cutting and bold.
From each lowly hut and cottage unto the house of prayer
With rifles upon their shoulders, the pilgrims assemble there.
The dark, dreary winter is ended, the spring with its soft, gentle rain,

And the warm, sunny days of the summer have ripened the much-needed grain.
Now each garner is bursting with plenty; each heart too is filled with great joy.
This winter no famine will haunt them, no terror their thoughts will employ.
In the bleak little church in the village are gathered stern men and fair maids,
Their praises are joyfully ringing and echo o'er high hills and glades.
Thus passed the first Thanksgiving day, with thanks that e'er came from the heart,
And no matter how humble his station, each person in them took his part.

Any third grade ought to be able to learn and recite the poem, but in case it seems too hard it may be retold in simple prose and each section written and learned as before.

Perhaps the interest of the month, however, will center round Longfellow's story of Miles Standish read and told to give a picture of colonial life. Beginning at the first chapter the lines including the description of Miles Standish, closing "as hedges sometimes in November" are given. Begin again in the latter part of the chapter at "Long at the window he stood" and read to "Sadly his face he averted."

The next extract begins in the close of the fourth chapter with "Meanwhile the choleric captain" and finishes the chapter.

Beginning the fifth chapter read of the marching of the soldiers, omitting lines nine to fourteen, and on through the description of life in the colony that morning, down to "Homeward bound o'er the sea, and leaving them here in the desert."

Begin again at "There with his boat was the Master" and read six lines, omitting all down to "Meanwhile alert was the Master" and finish the fifth chapter.

Read all of chapter seven, beginning "Meanwhile the stalwart Miles Standish was marching steadily northward," except that portion between the lines "All day long with hardly a halt" and "Looking up at the trees and the constellations beyond them."

From the ninth chapter read the account of the wedding and the homegoing.

To follow this, teach the children to relate some Indian stories.

From the personal side an improptu exercise will occupy part of the afternoon. It will be announced that the children of each room will give a Thanksgiving dinner. The children will name the articles appropriate for a Thanksgiving dinner and tell in detail how each article will be served. The spices and condiments will be traced to their origin and their mode of transportation to us decided on. The menu, as given by the children, will be written in good arrangement on the board, and at the close of the exercise they will copy the menu card on paper and will draw beneath it a representation of each article named.

The following songs to old familiar tunes may be prepared to enliven the exercises and create a unity of spirit and thought:

"Thanksgiving"—Tune, "Come Thou Fount of Every Blessing."

To the giver of all blessings
Let our voices rise in praise,
For the joys and countless mercies
He hath sent to crown our days;
For the homes of peace and plenty
And a land so fair and wide,
For the labor of the noonday,
And the rest of eventide.

For the splendor of the forest,
For the beauty of the hills,
For the freshness of the meadows,
And a thousand sparkling rills,
For the blossoms of the springtime,
And the memories they bring,
For the ripened fruits of autumn,
We do thank thee, O our King.

For the wealth of golden harvests,
For the sunlight and the rain,
For the grandeur of the ocean,
For the mountain and the plain.

For the ever-changing seasons,
And the comforts which they bring,
For thy love so grand, eternal,
We would thank thee, O our King.

—W. G. Park in Primary Education.

Song of Praise—Tune, "America."

The God of harvest praise;
In loud thanksgiving raise
Heart, hand and voice.
The valleys laugh and sing,
Forests and mountains ring,
The plains their tribute bring,
The streams rejoice.

The God of harvest praise,
Hands, hearts and voices raise,
With sweet accord.
From field to garner throng,
Bearing your sheaves along,
And in your harvest song,
Bless ye the Lord.

—James Montgomery.

The blackboard should show during the month the Thanksgiving motto, "It is more blessed to give than to receive," and that thought should be illustrated by the children if possible. Let the wee ones collect supplies of clothing and provisions, and with the teacher go and leave them where they are needed.

The fact that they may give loving service to the dear home people as a part of their Thanksgiving gift should be impressed.

The blackboards may also show the calendar of the month with ornaments of fruits and vegetables about its borders. In odd corners may appear pumpkins and squashes, with queer faces sketched in them with a few strokes of the chalk. These the little people may copy for seat work with colored crayon. The soft rainbow crayons can now be had for five cents a half dozen in a little case and are a mine of wealth for the busy fingers of the first grade.

The first grade may also have their squirrel stories with illustrations of how the squirrel has made his harvest, is ready to go into his hole for the winter, sits on the bough and chirps.

On brown paper may be made outline sketches of squirrels and vegetables to be pricked with pins and made into stencils, or to be sewed with colored threads. The little ones, too, may fold square papers into boat shape for their Mayflower and draw and cut the representation of the Pilgrim and Miles Standish stories.

[The foregoing can easily be modified to suit an ungraded country school, by assigning the more difficult parts to the older pupils, and having a few of the topics given in the form of essays. Of course the portions referring to helping the poor will be omitted in farming communities because conditions exist there as in Acadie, where "The richest was poor and the poorest lived in abundance." In the large cities, those abnormal plague spots where millionaires, paupers and other evidences of a decaying civilization abound, the Thanksgiving and Christmas exercises may properly encourage systematic benevolence.]

* * *

The Fresno Meeting of the California Teachers' Association

Preparations for the Fresno Meeting of the California Teachers' Association are progressing as rapidly as can be hoped for in these days when the political campaign and the many interests which depend upon it, are absorbing the attention of very many people. In general, it may be said that the meeting promises to be a strong one, both from the point of view of professional interest as well as entertainment.

It has been decided to limit the number of speakers from outside the state this year to two so as to give more scope to some vital issues which wide-awake Californians can present, and to departmental work. Since Christmas comes on Tuesday, there will be but a scant four days for the convention and too many general meetings will interfere with the work of the departments which last year played so important a part in the practical returns to the teachers. The two men who are to address the convention as guests from the East, both come from the Mississippi Valley. They are John W. Cook, President of the State Normal School at De Kalb, Illinois, and County Superintendent of Schools, Cap. E. Miller of Sigourney, Iowa.

John W. Cook ranks as one of the foremost educational orators of Illinois. He has, for a quarter of a century, been identified with the cause of the training of teachers in that state, and has probably done more than any other one man to increase the professional output of its normal schools by popularizing the idea of professional training. The teachers of California will be assured of intensely interesting and inspiring addresses from him.

As a county superintendent, the career of Cap. E. Miller has been unique. He has not only achieved splendid practical results in securing agricultural instruction in the schools of his county, but has stirred up a remarkable interest, especially in the common schools, by unifying a number of interests which they vitally affect. His words are going to be especially interesting to rural teachers.

The subject of parental schools will be discussed before general sessions by Superintendent C. L. McLane of Fresno and by Richard Faulkner of San Francisco. Both men have had experience in the work. The latter will stress especially the problems that arise in the enforcement of the compulsory educational law, a problem which affects seriously rural school interests and the further practical development of the parental school idea. The question of juvenile courts, which Judge Ben Lindsey has made so prominent through his work in Denver, will be presented by two men who have done the same kind of work with notable success in this state, Judge Frank J. Murasky of San Francisco, and Judge Curtis D. Wilbur of Los Angeles. The appointment and tenure of office of city teachers will be discussed by Dr. E. C. Moore who has recently assumed the superintendency of the schools of the City of Los Angeles.

Though not quite all of the sections that were represented last year at Berkeley can present programs this year at Fresno, a large per cent of them will, nevertheless, arrange for strong programs. A number have already been heard from. P. M. Fisher, of Oakland, as president of the County Board section (secretary, A. A. Bailey, of Martinez), is preparing a strong program for that department. The High School English Teachers' Section (President, Miss Mina Cole, Santa Clara, Secy.-Treas., E. O. James, Berkeley), will hold two half day sessions; the general subject for discussion will be "Interpretation of English in High Schools." Those in charge hope to present such programs as will give each teacher of English in attendance a new realization of the possibilities of English and

a clearer understanding of how to make the vital connection of literature with life. The Short Story Club (Pres. Henry Meade Bland of San Jose; Secy. Clyde Reynolds, Lathrop), is to be represented. In the commercial department (Pres. James Ferguson, San Francisco; Secy. E. H. Ridenout, Stockton), Mr. Robert Gallagher, official court reporter and president of the Gallagher-Marsh Business College in San Francisco, will read a paper on "How to Develop Speed in Shorthand." Dr. Henry Hatfield of the University of California will read a paper on "A Four Years' Course in Commercial Work." The classical section of the high school department will be represented (Pres. Morris C. James, Berkeley; Secy., Miss Edna C. Wyckoff, Monterey). C. T. Wright, President of the California Physical Geography Club (Secy., Fred W. Koch, San Francisco), is seeking to secure the services of Professor Holway and Dr. Fairbanks of Berkeley in the preparation of a program similar to that which proved so effective at Berkeley last year. In the High School Teachers' Association (C. F. Biedenback, Berkeley, Acting Pres., G. W. Wright, Centerville, Secretary), the first session will be spent on the discussion of "Industrial and Commercial Education in the High Schools." The chief papers will be presented by Dr. E. C. Moore, and Principal J. H. Francis, of Los Angeles, and Professor H. R. Hatfield, Berkeley, George A. Merrill, San Francisco, L. A. Buchannan, Fresno, Walter A. Tenney and F. A. Canch, Oakland, will take part in the discussion. The second session will be as a joint one with the elementary teachers' association for which Mr. C. E. Keyes, of Oakland, is preparing the program. The third session will be devoted to a number of fifteen minute papers by prominent high school principals on problems of school administration, selected by themselves. Among those who have already agreed to take part are Dr. John Gamble, Haywards, F. S. Rossiter, Melrose, John S. Drew, San Rafael, M. C. James, Berkeley, and Thomas Downey, Modesto. The department of mathematics (Pres. George A. Miller, Stanford University; Sec., J. Fred Smith, Campbell), will have two sessions. Dr. Charles A. Noble of the University of California will deliver the main paper to be followed by formal and informal discussions. At the second session, Dr. A. W. Stamper of the State Normal School at Chico, will discuss the training of the teacher of mathematics in secondary schools; also to be followed by discussion. The

California Manual Training and Drawing Teachers' Association (Pres., Walter A. Tenny, Oakland; Sec., Charles A. Thorpe, San Francisco), has in prospect a number of good speakers. As yet there is but one definite promise, Mr. Ernest Allen Bachelder, director of the art department of the Throop Polytechnic School, has spent the past year in the study of the artistic handicraft work of Europe and will address the association on "Artistic Training or Handicraft." Besides this the president has planned for eight or ten principal speakers on art and industrial subjects, and an important matter of school legislation, pertaining to the maintenance of manual training in the common schools, will be brought up for discussion. The formulation of a uniform course in drawing for the public schools will also be discussed. The Domestic Science Association will present a program (Pres., Ellen M. Bartlett, San Francisco; Secy., Mildred Congdon, Berkeley). The Council of Education (Pres., E. Morris Cox, Santa Rosa; Secy., J. W. McClymonds, Oakland), will take up the moral training of children, calling upon those who have been connected with the late prize contest on this subject. There will also be further discussion on the "Extension of the Teachers' Code of Professional Ethics," and on "High School Education as a Training for life." There will be a report of the committee on "The Necessary Amendments to Our School Law," and a discussion of the topic "The Reason Why Men are Leaving School Work, and some Remedies for the Same."

The personnel of the committee on a new constitution for the Association remains the same except for two changes, owing to two withdrawals from the committee. C. E. Keyes of Oakland and S. D. Waterman of Berkeley have been substituted. The committee's report will be in print and distributed before the meeting and it is understood that it reports in favor of incorporation for the sake of the larger usefulness and greater effectiveness of the association. The committee on legislation remains the same. There is promise of abundant work for them.

Some time in November the local committee at Fresno will issue a circular in behalf of the December convention, a booklet that will be distributed among the teachers of the state and that will be of very great service to them both in matters of entertainment and attendance at the meetings. The railroads have promised to extend to the teachers of the state the same unusually favorable rates that were enjoyed last year in making the trip to Berkeley.

Official Department.

STATE BOARD OF EDUCATION.

GEORGE C. PARDEE, President of the Board ----------Governor, Sacramento
MORRIS ELMER DAILEY ----------President State Normal School, San Jose
J. F. MILLSPAUGH ----------President State Normal School, Los Angeles
C. C. VAN LIEW----------President State Normal School, Chico
BENJAMIN IDE WHEELER----------President University of California, Berkeley
F. B. DRESSLAR-------.Professor of Theory and Practice of Education, University of Cal.
SAMUEL T. BLACK----------President State Normal School, San Diego
FREDERIC BURK----------President State Normal School, San Francisco
THOMAS J. KIRK, Sec. of Board----------Superintendent Public Instruction, Sacramento

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The Biennial Convention of City and County Superintendents will meet at the Hotel Del Coronado, November 20, 21, 22 and 23. There will also be a meeting of the State Board of Education at San Diego, November 25.

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Thomas J. Kirk
Superintendent of Public Instruction

State of California
Department of Education
Sacramento

Bulletin No. 106

October 4, 1906.

TO PUBLISHERS OF HIGH SCHOOL TEXT-BOOKS.

Gentlemen:

The State Board of Education of California, as you have heretofore been notified, has appointed Readers to pass upon the merits of high school text-books. No book will be added by the Board to its list until it has been examined and recommended for adoption by the Readers. These Readers are to make their recommendations to the chairman of the special committee of the Board on High School Text-Books, President C. C. Van Liew of the State Normal School at Chico. Readers should report promptly to him upon the books submitted to them. The Readers have also been requested to recommend the dropping from the list of such books as they think no longer desirable. The Board will act on reports of its committee

whenever presented. From time to time, as necessary, supplemental lists of books adopted or dropped will be issued. Bulletin No. 55, published June 5, 1905, and Bulletin No. 104, published September 24, 1906, contain all the high school textbooks adopted by the Board.

It is expected that the work of revision of the present lists will be completed by June, 1907, and at that time a new complete list will be issued.

Publishers who have books to submit should send one copy to each member of the High School Text-Book, Committee of the State Board of Education, and one copy to each of the two Readers, as per following list:

MEMBERS OF THE HIGH SCHOOL TEXT-BOOK COMMITTEE OF THE STATE BOARD OF EDUCATION OF CALIFORNIA

C. C. Van Liew, State Normal School, Chico.
F. B. Dresslar, State University, Berkeley.
Frederic L. Burk, State Normal School, San Francisco.
Thomas J. Kirk, Sacramento, California.

READERS.

ENGLISH.

C. C. Young, Lowell High School, San Francisco, Cal.
Mrs. H. J. Shute, High School, Haywards, Cal.

MATHEMATICS.

Miss Gertrude Allen, High School, Oakland, Cal.
A. C. Olney, High School, Fresno, Cal.

HISTORY, CIVICS.

R. D. Hunt, High School, San Jose, Cal.
Miss L. E. Dyer, High School, San Diego, Cal.

PHYSICS.

Roy Fryer, High School, Sacramento, Cal.
Miss Grace E. Moody, High School, Long Beach, Cal.

CHEMISTRY.

Roy Fryer, High School, Sacramento, Cal.
Miss Grace E. Moody, High School, Long Beach, Cal.

BOTANY AND ZOOLOGY.

A. E. Zumbre, High School, Riverside, Cal.
Elizabeth Day Palmer, High School, Los Angeles, Cal.

LATIN AND GREEK.

H. O. Williams, High School, Redlands, Cal.
F. O. Mower, High School, Napa, Cal.

GERMAN.

Miss E. Wartenweiler, High School, Auburn, Cal.
Miss S. Cramer, High School, Palo Alto, Cal.

SPANISH.

Miss E. Dougherty, High School, Monrovia, Cal.
Miss F. Dunbar, High School, San Diego, Cal.

FRENCH.

Miss J. Ginaca, High School, Redlands, Cal.
Miss A. Chevret, High School, Eureka, Cal.

PHYSICAL GEOGRAPHY.

F. W. Koch, Lowell High School, San Francisco, Cal.
*C. S. Downes, High School, Berkeley, Cal.
†C. K. Studley, High School, Chico, Cal.

COMMERCIAL SUBJECTS.

B. F. Allison, Polytechnic High School, Oakland, Cal.
F. J. Armstrong, Polytechnic High School, Los Angeles, Cal.

THOMAS J. KIRK,
Superintendent of Public Instruction and ex-officio Secretary of the State Board of Education.

* Resigned and † appointed in his place.

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Thomas J. Kirk
Superintendent of Public Instruction

State of California
Department of Education
Sacramento

Bulletin No. 107

October 6, 1906.

To County and City School Superintendents of California:

Owing to the destruction of the lithographic stones used in the printing of diplomas and documents, by the San Francisco fire, this department has been greatly delayed in getting out such documents by the State Board of Education at its meetings held in April, June, August, and September, 1906. Assurance has now been given that these documents will be ready about November 15th next. They will be sent out at the earliest possible date. This office will furnish, without charge, certificates to those who may need them before the diplomas and documents are ready.

Very truly yours,

THOMAS J. KIRK,
Superintendent of Public Instruction.

List of Reformed Words

In view of the great interest in reformed spelling, due in large part to the president's order, we publish the list of 300 simplified spellings agreed upon by the spelling board in June:

Abridgment, accouter, accurst, acknowledgment, addresst, adz, affixt, altho, anapest, anemia, anesthesia, anesthetic, antipyrin, antitoxin, apothem, apprize, arbor, archeology, ardor, armor, artizan, assize, ax.

Bans (not banns), bark (not barque), behavior, blest, blusht, brazen, brazier, bun, bur.

Caliber, caliper, candor, chapt, check, checker, chimera, civilize, clamor, clangor, clapt, claspt, clipt, clue, coeval, color, colter, commixt, comprest, comprize, confest, controller, coquet, criticize, cropt, crost, crusht, cue, curst, cutlass, cyclopedia, carest, (not caressed), catalog, catechize, center.

Dactyl, dasht, decalog, defense, demagog, demeanor, deposit, deprest, develop, dieresis, dike, dipt, discust, dispatch, distil, distrest, dolor, domicil, draft, dram, drest, dript, droopt, dropt, dulness.

Ecumenical, edile, egis, enamor, encyclopedia, endeavor, envelop, eolian, eon, epaulet, eponym, era, esophagus, esthetic, esthetics, estivate, ether, etiology, exorcize, exprest.

Fagot, fantasm, fantasy, fantom, favor, favorite, fervor, fiber, fixt, flavor, fulfil, fulness.

Gage, gazel, gelatin, gild (not guild), gypsy, gloze, glycerin, good-by, gram, gript.

Harbor, harken, heapt, hematin, hiccup, hock (not hough), homeopathy, homonym, honor, humor, husht, hypotenuze.

Idolize, imprest, instil.

Jail, judgment.

Kist.

Labor, lacrimal, lapt, lasht, leapt, legalize, license, licorice, lyter, lodgment, lookt, lopt, luster.

Mama, maneuver, materialize, meager, medieval, meter, mist (not missed), miter, mixt, mold, molder, molding, moldy, molt, mullen.

Naturalize, neighbor, niter, nipt.

Ocher, odor, offense, omelet, oppresst, orthopedic.

Paleography, paleolithic, paleontology, paleozoic, paraffin, parlor, partizan, past, (not passed), patronize, pedagog, pedobaptist, phenix, phenomenon, pigmy, plow, polyp, possesst, practise, prefixt, prenomen, prest, pretense, preterit, pretermit, primeval, profest, program, prolog, propt, pur.

Quartet, questor, quintet.

Rancor, rapt, (not rapped), raze, recognize, reconnoiter, rigor, rime, ript, rumor.

Saber, saltpeter, savor, savior, scepter, septet, sepulcher, sextet, silvan, similar, sipt, sithe, skilful, skipt, slipt, smolder, snapt, somber, specter, splendor, stedfast, stept, stopt, strest, stript, subpena, succor, suffixt, sulfate, sulfur, sumac, supprest, surprise, synonym.

Tabor, tapt, teazel, tenor, theater, tho, thoro, thorofare, thoroly, thru, thruout, tipt, topt, tost, transgrest, trapt, tript, tumor.

Valor, vapor, vext, vigor, vizor.

Wagon, washt, whipt, whisky, wilful, winkt, wisht, wo, woful, woolen, wrapt.

* * *

Teachers' Salaries

"Will you tell me, sir," said Gen. Stephen D. Lee, directing his remarks to the Governor in a recent address before the State College at Columbus, Miss., "Why your Legislature at its last meeting provided about twice the amount for the salaries of the men occupying the chairs of the University as for those of the women discharging the same kind of duties?" Governor Vardaman disclaimed any ownership of the Legislature in question and said he neither favored nor sanctioned the existing discrimination against women wage earners.

Protests of a similar kind are filling columns of the public prints in other states. We read that the public school teachers of the Empire State are about to move on Albany for a law providing adequate salaries. Then we hear of discontent among Missouri teachers because of unjust discrimination; and so it goes.

The whole discussion resolves itself back into the question which teachers have been debating for so many years, and which was so aptly answered by Susan B. Anthony on that memorable day in 1853, when for the first time a woman's voice was heard in a Teachers' Convention. The question was why the profession of teacher is not as much respected as that of lawyer, doctor or minister, and when Miss Anthony was finally permitted to speak, after a half hour's discussion on the propriety of allowing a woman to be heard, she said, "It seems to me you fail to comprehend the cause of the disrespect of which

you complain. Do you not see that so long as society says woman has not brains enough to be a doctor, lawyer or minister, but has plenty to be a teacher, every man of you who condescends to teach tacitly admits before all Israel and the sun that he has no more brains than a woman?

Yet to this day the matter is solemnly considered, argued pro and con, talked about, written about, and the teachers themselves, to say nothing of all the rest of us, apparently fail utterly to see, in the political disfranchisement of the majority of teachers, the cause for underpaid labor and unjust discrimination. In the four states where women vote, teachers' salaries not only average higher than in the states where they do not, but the law provides equal pay for equal service irrespective of sex.

—Elizabeth J. Hauser.

* * *

Causes of Failure of Discipline

1. A dirty, littered room.
2. No attention to temperature or fresh air.
3. Keeping on with one thing because you have no fresh, interesting plans to use.
4. Too much written work at one time.
5. Ignoring disorder, when you should attend to every case, meeting carelessness and inattention with persistent demand, and impertinence and rebellion with severity.
6. Not enough preparation of work in schoolroom at intermissions. Not enough scheming at home.—*School Education.*

* * *

The Teacher on the Playground

I believe in teachers getting out on the playground. In a small system the superintendent can also do so and will find it a help in many ways. Association with the children checks rudeness, and prevents bad language, quarreling, and accidents. Children grow confidential on the playground and he learns much of their work and play that he would otherwise never find out. A kindly relation is established, and the children learn to regard him as a helpful friend rather than a dictator whose business it is to check their sports, to find fault, to scold, in fact, to be only disagreeable.—Supt. F. J. Brownscombe, Montpelier, Vt.

Books and Magazines

Funk and Wagnalls Company of New York have issued in the Standard Nature Series a Manual of Common American and European Insects, prepared by Wm. Buetennuller. The insects are reproduced in natural colors with their scientific and common names, and it makes a very beautiful and very serviceable book for the teachers and pupils of the schools. The price is 25c, and I am sure that any teachers that send for a copy of it will be more than pleased with the Manual.

"Successful Teaching" is the title of fifteen studies by practical teachers, prize winners in the Educational Contest of 1905. There is an introduction by James M. Greenwood. It is published by Funk and Wagnalls of New York; price $1.00. A few of the more notable subjects are "Personality As a Factor in Teaching," "How to Teach Children to Think," "The Art of Story Telling and Its Uses in the School Room."

"The Making of An Orator, with Examples from Great Masterpieces of Ancient and Modern Eloquence," by John O'Connor Power, published by G. P. Putnam Sons of New York. The object of this book is to indicate in simple language the theory and practice of oratory. It covers the writer's observations and experiences in the House of Commons, at the Bar, and on the Platform. It is intended for students. It is a book that should be in every public library. The examples of oratory are selected with fine taste and judgment and are new.

"Our Common Wildflowers of Springtime and Autumn," by Alice M. Dowd, is published by Richard G. Badger, Boston; price $1.25. The descriptions of these flowers have been written in a way to be of service in the elementary schools. The book is written in such plain language that the children will find it especially enjoyable. Miss Dowd has certainly done a very excellent piece of work.

"Literature, Its Principles and Problems," is a new volume by Theodore W. Hunt, Professor of English Literature at Princeton University, and is published by Funk and Wagnalls, New York. This book is the study of literature itself, its foundations and sources, its problems and principles, its scope and spirit, its types and tendencies, aims and affinities. It is prepared especially for literary students in our higher institutions of learning. It is certainly a stimulating and healthful book. Some of the chapters treat of the methods of literary study, literature and politics, literature and literary critics, literature and life, literature and ethics, literature and the press, efficiency of literature. Part second treats of the genesis and growth of literature, primary prose types, poetry, prose fiction, etc., etc. The price of the volume is $1.20 net.

D. Appleton and Co., New York, have undertaken the publication of an important contribution to the History of the United States. It is entitled "A History of the People of the United States from the Revolution to the Civil War," by John Bach McMaster, in seven volumes. The book is written in the clear, definite, positive style that characterizes all of Professor McMaster's Historical Works. It shows careful research, well balanced judgment as to historical values, and is complete in its presentations of the evolution of the people of the United States.

Silver, Burdette and Company of New York have published "The School and Its Life, a Brief Discussion of the Principles of School Management and Organization," by Charles B. Gilbert. The book is dedicated to President Charles H. Thwing. Some of the vital problems discussed are "The Individual Child," "The Place of the Teacher," "Department Teaching," "Teachers' Meetings," "The School Superintendent," "The School Principal," and "Some Social Functions of the School."

Ginn and Company, Boston, have issued "The Moral Damage of War," by Walter Walsh; price 75c. This is the best book upon the subject that has yet appeared. It is a strong arraignment of the war system. Mr. Walsh addresses himself primarily to the British public, and presents the crimes and resulting demoralization of the Boer War. Mr. Walsh's burning pages make us well understand the damage of war to the child, the soldier, the politician, the journalist, the trader, and the patriot. It is a book that should be read by the teachers and the children of our schools.

* * *

NOTES.

"The Musician," published by Oliver Ditson Company, is the best Journal of Music, both for public and private school teachers, that is published.

Charles Sedgwick Aiken has made a remarkable success as a literary editor. He established the "Sunset" and gave it a standing that no magazine before ever attained on the Pacific Coast. He recently resigned to accept the editorship of "Ridgway's."

William Bittle Wells of Portland, Oregon, has made the "Pacific Monthly" a tremendous success. Sleepy Portland has a great messenger of life. It is the "Pacific Monthly." Mr. Wells had years of struggle. He is now past the struggling period, and is master of the situation. The "Pacific Monthly" is one of the great creative forces of the Northwest, and it is a magazine that no one who is abreast with the current literary, social and commercial progress of the West can afford to be without.

Western School News.

Meetings.

The California Teachers' Association will meet at Fresno, Dec. 26, 27, 28, 29. Dr. C. C. Van Liew, Chico, President; Mrs. M. M. Fitz Gerald, 405 Fillmore Street, Secretary.

Southern California Teachers' Association will meet Dec. 19, 20, 21, at Los Angeles. Mark Keppel, President.

Northern California Teachers' Association, Chico, Cal.; November 14, 15, 16.

NOTES

Preston W. Search is engaged in institute work in California.

There are 33,000 children enrolled in the Los Angeles schools.

San Jose has voted $400,000 bonds for rebuilding the school houses.

D. L. Thornbury has been elected City Superintendent of Eureka, vice A. C. Barker resigned.

The American Book Company, A. F. Gunn, Manager, is now located at 163 Grove Street, San Francisco, Cal.

The Board of Education of Siskiyou excused the high school teachers from attending the county institute.

F. J. Lobbert has resigned as manager of the Educational Publishing Company to go into the real estate business. His successor is J. H. Mitchell.

F. W. Prince, passenger agent of the Santa Fe, made a fine impression with his illustrated lecture on Grand Canyon of the Colorado, before the teachers' institute of Monterey.

Agnes Howe of the State Normal School of San Jose is making a successful record as an instructor in History before Teachers' Institute. Her work is new, interesting and effective.

President M. E. Dailey of the State Normal School at San Jose, Cal., is arranging for a new building on the Spanish style of architecture. The building promises to be beautiful and effective.

The Central California Schoolmasters' Club, which was organized a year ago and includes in its membership most of the principals of the schools of San Joaquin Valley, has the following officers: President, F. M. Lane; vice-president, D. D. Davis; secretary, C. L. Barham; treasurer, J. J. Duvall; executive committee, C. H. Rowell, H. A. Sessions, J. A. Nowell and Robert McCourt. The club decided to aid the local committee on entertainment of the State Teachers' Association. The topic for special discussion at the next meeting will be "Reformed Spelling."

There assembled in the office of the Metropolitan Business College and Academy, 925 Golden Gate Avenue, on Saturday, October 13, the majority of the Executive Committee of the Commercial Teachers' Association of California. Those present were the President of the Association, Professor J. S. Sweet, owner of the college at Santa Rosa, Sonoma County; Professor Edw'd Howe, Secretary, owner of the college at Sacramento; E. P. Heald, principal owner of Heald's Business College, San Francisco; L. A. Jordan, manager of the Metropolitan Business College, San Francisco. The other members are F. O. Gardiner, Vice-President, Stockton; H. C. Ingram, Polytechnic College, Oakland; H. E. Cox, San Jose. It was decided to hold the next annual convention at the Polytechnic in Oakland, December 26, 27, 28, next. Last year's Assembly was held at the Metropolitan Business College, and there were present representatives of twenty-six of the private business colleges and stenographic schools of California.

The objects of this association are to cultivate a spirit of comradeship among the members; to discuss subjects helpful to all persons engaged in commercial school work; to assist in elevating the standard of this work.

The leaders of the Commercial Teachers' Association are owners and conductors of the private business and stenographic colleges of the State. So many of this class of schools have attempted to succeed under questionable representations that even the character of the more honorable ones seems to have been questioned, generally. Believing that, fairly conducted, there is no more beneficial or important educational work to the State than that of the private commercial and stenographic schools, the heads of the leading institutions of this class have come together, with their teachers, largely for the purpose of securing a better opinion than seems to have been prevalent in many quarters.

At one time, life scholarships were offered as inducements, by some of the managers, for patronage. It is gratifying to note that in San Francisco and Oakland, at least, this has been discarded, one of the objects of this organization being accomplished already. All other questionable methods and practices of people engaged in this line of work will be openly condemned by this association and systematically fought.

The standing of the gentlemen at the head of the association and their institution are as high as any other persons or businesses anywhere to be found. It is gratifying to note that as many as twenty-six of the colleges of the State are associated with them.

* * *

The Northern California Teachers' Association meets at Chico from the 14th to 16th of November. Three counties will hold their Institutes in affiliation with the Association. The Sacramento Valley Farmers' Institute will meet at Chico as a section of the Association,

Mr. B. M. Davis being in charge of this section. Mr. J. D. Sweeney of Red Bluff will have charge of the Rural School Section, Prin. S. E. Armstrong of Alameda will have charge of the City School Section and will give a paper at one of the General Sessions on "General History in the Grades." Mr. Ben Macomber of the Shasta County High School has charge of the work of the High School Section. On Friday morning there will be a joint session of the Elementary and High School Section under the chairmanship of Dr. C. C. Van Liew of the Chico Normal.

On Wednesday evening the 14th, Dr. J. C. Branner, of Stanford University, will give an illustrated lecture on the earthquake.

On Thursday evening a reception by the people and teachers of Chico will be given.

On Friday evening Rev. C. R. Brown, of Oakland, will lecture on "American Humour." Mr. Brown will also speak at one of the P. M. Sessions.

Dr. Cubberley, of Stanford, will make two addresses, one on "Moral Education in Our Schools," and the other in "Switzerland, Its People and its Schools."

Dr. C. A. Duniway, of Stanford, will have as subjects for addresses: "Methods and Aims in Civics," and "Freedom of the Press—Its Growth, Use and Abuse."

Mr. T. L. Heaton, of San Francisco, will talk on "Education for Leisure" and Dr. F. B. Dresslar will talk on "Music in the School."

The people of Chico are making active preparations to give the teachers a royal reception. Excursions and receptions are being planned. The local committees expects to fill the programs of the General Sessions with good music. The Normal and Training Departments of the Normal School expect to have a fine exhibit.

The sessions will be held in Normal Building which offers first-class facilities, and will avoid splitting up the morning sessions of the Association as it will not be necessary to have the section work in separate buildings.

* * *

SAN LUIS OBISPO COUNTY INSTITUTE.

The San Luis Obispo Co. Teachers' Institute for 1906, was held in San Luis Obispo, Oct. 17-18-19. The beautiful big Assembly Hall of the New High School Building was graciously tendered for the occasion. When Superintendent F. J. Johnson let fall the gavel last year that said "Affirmed" we thought the like of what we had enjoyed could never be excelled but now we all are ready to say that it has been far exceeded. The Institute just closed has been a most remarkable one. Not only will the one hundred and forty teachers so testify but the crowds of people who came daily and nightly will voice the same sentiments. The lecturers were Prof. Charles Mills Gayley of the University and Mr. Preston W. Search of Wyoming, Ohio. Mr. Search

lectured on the following subjects: The Greatest Thing in Education, The Growth of a Child, Face to Face with Great Ideals, Differences in Children, A Ramble with Walter Scott, The Course of Study and The School Room Beautiful. Prof. Gayley's lectures were The Master Spirits, Teaching Eighth Grade English Christmas Carol, Lady of the Lake and Evangeline and The Greatest Book of the Nineteenth Century. On the morning of the seventeenth, Prof. Gayley claimed his audience. His subject was Kipling as a Representative Poet. All the way he took us to the soldier camp in India and South Africa and there we met Tommy Adkins and his "Fuzzy Wuzzy" friend and even Sleary's fits were enjoyable so long as he got the appointment that let him marry "Carrie." We laughed with these good fellows and bowed our heads at The Recessional. "I learned more of Kipling tonight than I should have learned in ten years by reading him," said a teacher and so say we all. The evening session of the eighteenth was given to Mr. Search who chose for his lecture Music in the Fatherland. To many this was the treat of the Institute, to music lovers I mean. After giving us a sketch of life in Germany, especially the musical side he told in a most dramatic way the story of Tannhauser while Miss Elberg interspersed or accompanied with selections from the great opera The March and Pilgrims Chorus were grandly rendered and Mr. Search sang "The Evening Star" solo. We saw Tannhauser's fall and finally forgave him as he fell dead on the bier of Elizabeth, the sweet pure woman who had died for him that she might reach him. Prof. Gayley was a great treat. Perhaps it was most so when he made us compare authors to find out who had written The Greatest Book of the Ninteenth Century, but finally he gave his choice as Faust, and easily made us agree with him for it is the one great problem of the Evolution of the Soul by a Master. I've been going to Institutes for eighteen years, east and west, but this one is the climax of my experience in that line and I venture to say no better one was ever held. The silence of the room, save for applause, lest a word be lost, was eloquent, and the remarkable attendance of old and young aside from teachers speaks for itself. Mr. Johnson has our grateful thanks for this splendid Institute.

Mrs. ANNIE LOUISE MORRISON.

* * *

PRIZE ESSAYS.

The first prize of five hundred dollars for the best essay on "Moral Training in the Public Schools" has been awarded to Mr. C. E. Rugh, Berkeley, California, and the second prize of three hundred dollars to Rev. T. P. Stevenson, Philadelphia, Pa.

Over three hundred essays were submitted, many of them of unusual merit. The two prize essays will be published, due announcement of which will be made through educational, religious and other journals. It is also hoped that the three next best essays may be

printed with them, the five making a useful volume on this important theme. Arrangements looking toward such action are now pending.

CHARLES R. BROWN,
DAVID STARR JORDAN,
F. B. DRESSLAR.

Oakland, California,
Oct. 10th, 1906.

* * *

The following have been elected Superintendents. Reports have not all been received at the time of going to press:

Superintendent of Public instruction, Edward Hyatt, Riverside. Alameda County, G. W. Frick; Contra Costa County, W. H. Hanlon; Humboldt County, George Underwood; Kern County, R. L. Stockton; Kings County, Mrs. M. E. Davidson; Lassen County, J. F. Dixon; Los Angeles County, Mark Keppel; Marin County, J. B. Davidson; Mendocino County, L. W. Babcock; Napa County, Mrs. Maye Jackson; Riverside County, Ray Cree; San Diego County, Hugh Baldwin; San Francisco, A. Roncovieri; San Joaquin County, E. B. Wright; San Luis Obispo County, F. E. Darke; San Mateo County, Roy Cloud; Sierra County, Belle Alexander; Sonoma County, De Witt Montgomery; Tulare County, C. J. Walker; Yolo County, May E. Dexter; Ventura County, R. Reynolds.

* * *

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* * *

PLANT TREES.

Plant trees; "We need the tonic of their wildness." Plant them under the stars and stripes with prayers and hymns, that love of country, love of nature and love of God may be one and inseparable. Plant them in the name of our noblest heroes, that their deeds may be fresh with the buds of spring, fragrant with their bloom, and perpetual with their seed-offering. Plant them in the memory of a friend, that friendship's token may be sweet as the flowers of May. Plant them as a beautiful thought, a memory gem, appealing to the beautiful in the soul and to the dignity of the human race for generations to come.—WILLIAM MILLER BEARDSHIRE in *The Young Citizen.*

* * *

To Honor.

That I have tracked you from afar, my crown I call it, and
my height:
All hail, O dear and difficult star! All hail, O heart of light!
No pleasure born of time for me,
Who in you touch eternity.
If I have found you where you are, I win my mortal fight.

You flee the vale: I therefore choose summit and solitude for
mine,
The high air where I cannot lose our comradeship divine.
More lovely here, to wakened blood,
Sparse leaf and hesitating bud
Than rosaries under valley dews for which the dryads pine.

Spirit austere! lend aid: I walk along inclement ridges, too,
Disowning toys of sense, to balk my soul of ends untrue.
Because man's cry, by night and day,
Cried not for God, I broke away.
On at your ruthless pace! I'll stalk, a hilltop ghost with you.

—Louise Imogen Guiney, in *The Independent.*

* * *

The New Educational Bill of England.

The education bill, the main measure on the Liberal program for the present session of parliament, passed in the House of Commons by a majority of 192. Introduced April 2, by Augustine Birrell, president of the board of education, it precipitated a bitter fight between non-conformists and the Church of England, the former being in favor of the educational freedom in religious matters provided for in the bill. Not a penny of public money is to be used in denominational instruction.

The main features of the bill are these: From January 1, 1908, all schools maintained by the local education authority must be "provided" schools. The local authority is given power to purchase or take on hire the existing schools. Teachers shall be appointed by the local authorities without any tests. All schools receiving rates (taxes) will give the same religious education. Religious instruction may be taught two mornings a week by arrangement with the local authority. Attendance will not be compulsory during religious instruction, and religious education will not be given by the ordinary staff. There will be a further grant of $5,000,000 from the exchequer for the educational purpose of the bill. The bill sets up a national educational council for Wales.

The Western Journal of Education

December, 1906

CONTENTS

PAGE

EDITORIAL 3

WHAT CONSTITUTES COLLEGE STUDENTSHIP. *By R. C. Bentley* 5

THE PLAN FOR THE SELECTION OF TEACHERS FOR THE CITY OF LOS ANGELES 13

THE MUSIC OF THE WIND 16

THE FRESNO MEETING 17

Railroad rates and ticket conditions—Places of meeting—Notes—Accommodations—What Fresno will do for the coming meeting of the C. T. A.—Places of interest in and about Fresno—Fresno's resources—Department programs manual, industrial and moral training—The membership record—Department of County board members—Department of English—Provisional program of music section, State Teachers' Association—Good words from superintendents—The short story club—Field Notes.

TEACHERS' ASSOCIATION OF NORTHERN CALIFORNIA 41

THE BIENNIAL CONVENTION OF CITY AND COUNTY SUPERINTENDENTS 46

TRINITY COUNTY INSTITUTE 55

OFFICIAL DEPARTMENT 56

WESTERN SCHOOL NEWS 59

BOOKS AND MAGAZINES 61

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The Western Journal of Education

DECEMBER, 1906

EDITORIAL

EDITORIAL.

Mr. Mark Keppel, President of the Southern California Teachers' Association, has completed arrangements for a fine meeting December 19th-20th and 21st, at Los Angeles.

* * *

Dr. C. C. Van Liew, President of the California Teachers' Association, has arranged an excellent program for the Fresno Meeting.

* * *

The School Authorities of the State of Washington showed a negative disposition towards kindness, humanity and charity, when they refused their pennies to the school children of San Francisco, on account of the newspaper publicity of supposed graft in the various departments of the City Government. It was a slap in the face of our children. There is nothing to do but to turn the other cheek and permit them to slap that also.

However, San Francisco has civic pride, moral strength, and the material resources to build its own school houses, and we are very glad indeed that less than $24,000.00 has been contributed by the children of the country towards the new school buildings. It was a mistake to ever accept a cent for this purpose. San Francisco should build its school houses as it builds its parks, and its city hall, and other public utilities.

* * *

The public is just beginning to realize what a serious mistake was made in the withholding of the teachers' salaries in San Francisco. The demand for living has so increased that it makes it almost impossible for a teacher to live upon the salary now paid.

A movement has been inaugurated by Lucile Eaves to establish civic and educational centers in San Francisco, in cooperation with the Board of Education. President Altman of the Board of Education, has said, "We have already given orders that every new school building shall be provided with a large recreation hall holding four times the number of persons that an ordinary class room accommodates. The schools will thus become recreation centers, where lectures may be given in art, mechanics, science, sanitation, literature, civics, music, current events, and in fact, all subjects of interest.

* * *

The Iowa Journal in speaking institutes comments on a new departure of our government as follows:

"The United States Department of Agriculture has undertaken a new line of work having for its purpose the advancement of agricultural education in the elementary schools. At the request of Superintendent Bray of Iowa county, they sent to this state Prof. H. O. Sampson, to lecture to the teachers at the Iowa county institute. From there he was ordered to Jefferson county to continue the same line of work. He spent three weeks in Wisconsin and went from this state to fill similar engagements in Pennsylvania and Maryland. The aim of the department is to popularize agricultural education, or rather create a demand for it. Prof. Sampson carries with him a large collection of soils, crops, feed, fertilizers and the like. He also has with him numerous lantern slides for lecture work. His lectures are clear, lucid, and simple. He stays on the ground floor and does not shoot over the heads of his audience. His work is well received and cannot fail in its mission. It is of the kind that will tend to arouse an interest in the subject in the states where it has not been so widely discussed as it has here in Wisconsin, and in this state it cannot fail to create a deeper interest in our already popular movement toward more extensive industrial education. Let the good work go on."

* * *

The preparations for the Fresno Meeting are being forwarded on all hands with gratifying results. The people of Fresno have already matured plans for elaborate and attractive entertainment. There will have been few meetings in the history of the California Teachers' Associa-

tion at which the teachers of the State have had more abundant opportunity to meet one another socially and to get the benefits of relaxing entertainment as well as the more serious business of the Association. The bulletin issued by Fresno ought to be in the hands of every teacher in the State. The teacher who has not received one should apply to Supt. C. L. McLane, Fresno.

Without recapitulating any of the points touching the features of the general program that have already appeared in the Journal for October and November, there may be added to the list of speakers already announced, the name of Dr. J. W. Redway, the note-worthy writer and lecturer on geography, who will lecture before the general association on Trade Routes and Civilization, and before California Physical Geography Club on Deserts and Desert Types.

The programs will be so arranged on the four days following Christmas that the great majority of teachers can secure the benefits of the entire meeting by leaving home so as to reach Fresno Wednesday evening, and all can leave by Saturday noon.

Let us not forget that the meeting is to be noteworthy for the reports of its committees, especially on new constitution, on legislation, on resolutions and on the use of the new State text books. Those who attend the meetings should come prepared to see to it that the Association, through these committees, is made to stand for progress and development.

* * *

Dr. Foster of the State Board of Health has come out in a strong article claiming that examination of physical defects should be a part of every school organization. He quotes the following from the American Medical Journal:

"As the end of the school year approached the newspapers brought the usual crop of sad stories with regard to children on whose developing mental faculties the pressure of school work had made serious havoc. At the end of May there began to be occasional reports of children disappearing from their homes, running away from school, and otherwise making themselves subjects for newspaper comment more than at any other season of the year. During June the stories of children, especially girls, who were noted as acting queerly as the result

of overwork at school, became more frequent. Toward the end of the month there were a few reported suicides. In most of the cases a direct connection between worry over school work, competition for prizes, and preparation for examinations could be traced. Of course, we realize that there is likely to be considerable sensational exaggeration in such stories. They make toothsome morsels for the sensational newspaper, but there is no doubt that there is a large germ of truth in most of the stories, and that, unfortunately, there is every year during June an increased number of reported developments of mental disturbance in children because of the burden of school work placed on them at this time.

"Almost needless to say, the children who develop such mental peculiarities and degenerate traits are not the robust, either of mind or body. Especially is it true that in most cases a distinct neurotic family history can be traced. This, of itself, however, should have proved a warning of the necessity of guarding such children against the stress and strain of competitive school work. Unfortunately, little attention is likely to be paid to this. Family physicians, however, usually are aware of the dangers in this matter, and should warn parents of the possibility of morbid results. At this season of the year the medical inspectors of the schools should take special precautions in order to see that any pupil developing even slight mental peculiarities should at once be reported to them. There is serious danger of neglect and delay in this matter. Even with the exercise of all due care it seems not unlikely that in the modern over-strenuosity of education developing brains will suffer lamentable harm. If even a few children, however, each year can be saved from the more serious manifestations of mental disturbance, enough will have been accomplished to reward amply every effort that has been taken.

"It is now, while the subject is fresh, that the resolution with regard to prophylactic measures for another year should be taken. There seems no doubt that it will eventually be necessary to instruct the teachers as to the initial symptoms that are displayed in the commoner mental disturbances of children, in order that the strain of study may be then at once interrupted. This is a work that in its far-reaching benevolence will appeal to all who are interested in making child life

more happy and less amenable to the stress of modern civilization. No effort can seem too great, no warning exaggerated, that concerns school children under such circumstances, since it is evident their future careers and life usefulness are at stake."

* * *

The California School Journal published by Irwin Passmore has suspended publication. Editor Passmore advocated some excellent educational ideas, and while the paper is dead, his principles still live, and this Journal, which has always been free and independent to advocate the best there is in educational reform will at all times be ready to print the affirmation of any theory that may be to the betterment of schools.

* * *

The Educational Times of London has the following article on Domestic Subjects in the schools.

The teaching of domestic matters to young girls should be of a very elementary and practical character. The science lessons to be given in connection with the subject should have for their main object the inculcation of habits of accuracy and cleanliness. The importance of exact method and of using vessels which are scrupulously clean may best be illustrated by the simplest chemical manipulation, and the school should be furnished with a room—not necessarily a laboratory in the sense in which that term is generally employed—in which experiments may be performed by the children themselves. As lessons in cooking cannot be given usefully until the child has acquired some manipulative skill, and has reached the higher standards, it is better that the courses of experimental science should precede the practical teaching of that subject. The lessons in cooking must be essentially practical. Demonstrations in class will not suffice. This is generally recognized, but it is important that the dishes to be prepared by the pupils should be selected with a view to economy, and should be such as might reasonably be provided in a poor man's home. All waste should be avoided. Nothing should be thrown away, and the child should be shown how to utilize portions of food which are too often regarded as useless. The teaching of domestic matters to girls should be regarded as the central subject of instruction, around which other subjects should be

grouped. It is all-important to the happiness of the home and to the healthy rearing of children. It should include needlework, cooking, household management, and the rudimentary principles of hygiene. In all these subjects it is essential that the lessons should be adapted to the ages of the children and the conditions of their home life.

* * *

It is reported that the City Board of Education of Los Angeles has adopted a rule declaring that anyone over forty-five years of age inelligible for a position as teacher in the city schools. Such a rule is a crime against age. A slander on right of living, a slam at the sages and prophets of antiquity and later times. The average man and woman is not well balanced until they reach the age of fifty years. The underdone teachers from twenty to forty-five are either pedagogued enthusiastic, or crying for the more abundant life or else they are ill.

* * *

What Constitutes College Studentship?

Extract from an Address by R. C. Bentley at Clark University, Founders' Day, 1906.

To decide what constitutes college studentship it is proper to inquire what are the essential evidences of a cultivated mind. It is not necessary to exhaust the list, but to notice particularly some of those by which college life may test itself. Sometime in the life of a man who is to be highly and usefully educated, the strong touch of self-direction must take hold upon him. At least it must not be delayed beyond college days. It is not essential that a college man support himself, but it seems to me essential to the highest success of his college work, that he would not miss the college course if he had to support himself in it. Some such attitude, on the part of a man grown to years and capacity for self-support, seems necessary to a faithful appreciation of such help as he is receiving from his parents. A feeling that one's parents still owe one support and that indulgence in a college course is a sure and easy way to collect it, seems to me an attitude essentially fatal to the good effect of a college course. The truth evinced in the world of science cannot take educative hold upon the character of a man, near his twen-

ties, if there is no foothold in that character of native truthfulness and honor, habituated to the practice of truth, and honorable dealing. Culture, in its best sense, is itself essentially moral, and can only subsist in the person upon whom you can absolutely rely, as you can rely upon Nature. There must be fineness of fibre, but if there be no trueness of grain, mere fineness of fibre will not guarantee tenacity or tone. To do himself justice in a college course a man ought to be mature enough to think about things that pass most people without their notice. He ought to be discussing (to himself and tentatively, of course), a philosophy of life which has to do with orienting himself to the rest of the universe.

But a single qualification remains, upon which I would almost be willing to rest the final test of the person capable of cultivation. A man must be able to live alone, and enjoy his own society. If a person has never successfully communed with his own mind in solitude, he is not yet sure enough of his own rational processes to know when they are lawful, to say nothing of knowing whether they will work without an external stimulus. If a mind has had no test of its own power to distinguish truth from fiction, fact from myth, it still lacks proof that it is capable of a college education. The man who has not yet turned his own mind to any sort of solution of the great questions about him, as his own leader in the search for truth, who is yet a prisoner to the dogmatism of untrained minds, may have been exposed, but has not yet shown symptoms of culture; and many a man carries off a diploma unscathed.

An essential test, then, of a cultivable mind is its ability to live awhile by itself. A young man who has not had the chance (which the solitude of country life gives, for instance) to drop the plummet of reflection down deep into the undisturbed springs of his own consciousness, lacks still, not to say essential beginnings of individual culture, but lacks what is certainly possible to him, if he really is capable of culture—the beginnings of knowledge of that fact.

The serious work of a student is desocializing in its tendency, not wholly and finally so, but in some of its essential processes demands the personal power to work alone,

and do things on one's own hook. The student who is unwilling even to live alone, to have a study for his own solitude, still lacks an essential of culture, without which the process of his education—as culture of his own powers—is bound to be defective.

Old age is reminiscent, must swap stories and talk; a man of middle age may well become dependent for his soul's happiness upon the companionship of his family; but the utter dependence of a youth upon the companionship of his friends for his best intellectual enjoyments, early reveals the hopeless hard-pan of limitation, shows already the decadence of a thin soil, where seed may have sprung up to an early crop of social luxuriance, yet upon the fringes of its foliage is, even as it springs up, the mark of early individual decay.

It is an age of socialization, educators ring the changes upon the social features of formal education. It is an age of centralization of population, an age of urbanization of life, an age in which the retirement of youth is early exchanged for the evening gown of social debut. Early sociality has cleared away the impediment of reserve; the thought of self-examination to discover gaps in his own culture has never bothered the unreserved expression of the young man who has already learned to regard himself as a social lion, and who as easily forgets to put the "Mr." on an elder's name as he is betrayed into putting it on his own. It is an age in which we must have titles, but an age in which nobody, no matter how young, needs to use them for respect's sake, unless it be for a social pseudo-respect in which he may exalt his own importance in the familiar and jocular way in which he uses them. I am reminded of the look with which George Washington is said to have withered the youth who, on a wager, stepped up behind him and slapped him on the shoulder with "Hello George!" It would be a lesson in good old-fashioned culture worth seeing spooks for, just to see what effect a look on the face of the grave and dignified George Washington would have upon the unmitigated geniality of modern young hopefuls.

A man of some renown in our own day, whose influence even in his leather-stocking days was upon his cow-boy associates that which a cultivated mind would naturally pro-

duce, is a man whose name is even coming to be coupled with that of George Washington. Now it is a notorious fact that, at least within the circle of his family and friends (who might be allowed, it seems to me, to set the example of pet names and nicknames) this man's Christian name of "Theodore" with even more of sonorous dignity in it than the beloved Washington's "George" is not allowed to be shortened. Yet have I heard it shortened to "Teddy" by a socially confident youth of the twentieth century, half the President's age, and meeting him for the first time in his life. We get some such results as this by exalting the social ideals of culture. Spoiled and impudent children are an undesirable ornament of the inner circle of any home; but spoiled and impudent youth ought not to represent the best we can conceive as the product of higher education. At the risk of the charge of reactionism and old fogyism, I would like to see modesty again enthroned and becoming retirement again bearing graceful sway as one of the essential charms of young manhood.

Let culture be individualized, let it bring to the man what he needs to make him what best may be grafted onto his stock. If he be too little socialized let him be socialized as a part of his culture, but let it not be taken for granted as an undiscriminating general assumption, that the adolescent of college age needs immediate cultivation of his social powers. There is in some quarters, a mere historic relic left of the good old idea of "retreat" for adolescence. It represents in a fragmentary parody what ought to run as the theme motif through all the cultural effort of college life. If a man has not yet learned his primary lesson of self-communion in solitude, it is high time he did so for his own experience's sake, to say nothing of the fact that it is the essential method of his college work.

The giving of expert advice, which is one of the most important functions of a teacher, grows out of experience, and really profitable experience of some degree is necessary in a student as the background of culture. A child can read, but can scarcely appreciate, a Shakesperian classic. The mere text of the play may be read and even familiarized early. It is the exclusive function of the teacher to stimulate an attachment of that literary epitome of life experience to the

student's own. If the student finds none of this power in a teacher, the amount of this teacher's erudition becomes a laughing-stock and not a source of respect. But on the student's part this necessity for experience to give force to the means of culture argues a later, rather than an earlier college course. And it is this fact that cries out with importunity for human teachers, men with a sane, sound background of experience in them and a sane, sound, natural habit of giving other people the benefit of it. It is from this faculty that you recall the teachers whom you remember with affection.

While I am talking of advice, and experience and implied companionship, I make bold to give a little advice about what education's supreme function of choice ought to be worth to a man. As real culture lengthens the period of growth it by so much argues restraint upon precipitateness in choices of companions as well as other things. If you believe you are growing in your education, that your power to choose wisely is increasing, what is the logic of that conviction but that some choices ought to be finally made late? I can't help it, I try to be charitable, I offer myself all sorts of excuses for him, but the instinctive judgment I make of a man is always made on a basis of the kind of female companionship he finally is satisfied with. It seems to me that the cultivation of one's own powers of growth is, almost in direct ratio, dependent upon the final choice he finds himself satisfied with in the matter of life companionship. This much dependence upon sociality I certainly do place, that a man's powers can never be at their best unless stimulated by worthy intellectual companionship, in their turn forced to give their own part to a mutual sympathetic devotion to the best things in culture. Supreme cowardice in a man is epitomized to me, in the insistence upon having a clinging wife to "look up" to one. Such a man insists the more strongly on the greater servility, the less worthy he is; and wears the white feather all the time in his refusal ever to "look up" to the other person.

But in this matter of experience and personality as the basis of advice giving. The teaching profession is an example of it, but one which has by no means lived up to its privileges. The legal profession has two important phases; not

only the advocate, but the office adviser; even one's advocate is most truthfully represented as his "counsel." I am told that it was Tolstoy who called attention to the fact that the physician is such a help in trouble as is the parent to the child. A child with a trifling hurt is healed in an instant by a kiss on the right spot from a person in whom it has perfect confidence. Formerly our confidence in physicians was divided between them and their drugs. With increased enlightenment both on their part and on ours, we have so increased the power of the personal, experiential element in their worth to us, that they can leave the medicine case at home, except for the person who still wants to get his money's worth in pills, and we pay gladly the bill for which full value has been received in professional advice, in which we have confidence because of the training which has produced expertness by experience. In the days of pills the doctors did not have the years of hospital practice, without which now we would not have the doctors.

* * *

The Plan for the Selection of Teachers for the City of Los Angeles, Cal.

The most important work in school administration is the securing of superior teachers, and none but superior teachers. To this end teachers must be appointed on merit only. Neither personal nor social nor political influence must enter into their selection. Our present method of selecting teachers is defective and unsatisfactory.

It does not supply us sufficient knowledge concerning the candidates whom we appoint. We have no means of knowing how their minds work. We submit them to no mental test, but we require of them only that they shall make a good appearance before the committee, and supply formal evidence, of a rather perfunctory sort, concerning the quality of their past work.

Our present method does not enable us to free ourselves entirely from personal and social influences in selecting teachers. Members of the Teachers' Committee and the superintendents are still importuned, rather more than they like to be, by enthusiastic friends of the candidates, who are persuaded that their names and their standing will somehow increase the merit of their candidates.

The method which we propose seems to us to correct these evils completely, and it has the advantage of being a well-tried procedure.

First: It shall be a provisional rule of the Board of Education that the educational qualification prerequisite to candidacy for appointment to teach in the elementary schools of Los Angeles shall be not

less than that evidenced by graduation from a high school and from an accredited normal school. Candidates shall not be less than 20, nor more than 45 years of age, and must have had at least one year's successful experience, except in the case of applicants for kindergarten positions.

Second: All candidates shall be selected by a competitive examination of applicants who already hold regular teachers' certificates, and who comply with the provisional rule.

Third: This competitive examination shall consist of two parts—a written examination and an oral examination. The written examination shall be given first, and only such candidates as take it successfully shall be admitted to the oral examination. The object of these examinations is not to test applicants in primary or grammar studies, but is simply a device to help in picking out the best teachers from the whole body of applicants. The written examination should be upon the general subject of the practice and theory of education. It should include such special fields as the general aims and methods of teaching the different subjects, classroom management and discipline, school hygiene and educational psychology. Examinations in other subjects may be added from time to time as necessity demands. Composition, spelling, penmanship, etc., should be considered in the written examination.

Candidates should be required to furnish the Board of Education a full statement of their experience in teaching, not later than twenty days before the date set for the examination. Each applicant should at the same time give not less than three nor more than seven references to persons who are competent to speak of his or her character and fitness, for the work of teaching.

The Board of Education will not consider general recommendations, but they will request from the persons referred to by the applicant a confidential statement as to the applicant's qualifications. The employment of any sort of personal, political or social influence to secure appointment to the teaching force, or the urging of any consideration other than fitness for the work of teaching, as a ground for such appointment, is held to be an act of unprofessional conduct, and is strictly forbidden.

Fourth: It shall be the duty of the teachers' committee and the superintendents to conduct both the written and the oral examinations. Each member of this body shall individually prepare a list of twelve questions. Upon the day on which it is to be held, one hour before the examination is held, the members of the teachers' committee and the superintendents shall assemble at a fixed place and select two questions from each list furnished by each person. This list shall constitute the examination. The answer to each question shall be written on a separate sheet of paper, and shall be identified only by a mark, and not by the name of the candidate. The papers shall be submitted to principals of the schools, to be read and marked. Each paper shall be marked by two readers, and the average of the marks which the

different readers report shall be the candidate's mark in the written examination.

All candidates who receive a mark of not less than seventy-five per cent on a scale of 100 shall be eligible to the oral examination. The teachers' committee and the superintendents shall conduct oral examination, but each person shall mark each candidate privately. After the examination is over, the average of these individual marks shall be taken, and it shall constitute the candidate's mark in the oral examination.

Fifth: The average of each candidate's marks in the written and oral examination shall be taken, and the candidates' names placed on the eligible list in the corresponding order of merit, which is the order in which they must be appointed to the rank of substitute or probation teachers in the city school system.

Sixth: The competitive examination shall be conducted by the Board of Education twice each year, the written examination being held on the first Saturday after the 15th of April and on the first Saturday in August of each year. The date for the oral examination shall be announced by the Superintendent at the time of the written examination. An additional examination shall be held on Saturday, December 15, 1906. Application must be made not later than Monday, November 25, of the present year. When the eligible list is exhausted an oral examination shall be held, and emergency appointments may be made from candidates who successfully pass it, but all such emergency appointees shall hold only until the next competitive examination shall have provided an eligible list from which regular appointments can be made.

Seventh: All teachers shall be elected to the probationary grade on coming into the system, and shall continue in this grade for not less than eight weeks.

* * *

Professor Henry Morse Stephens is making preliminary arrangements for the founding of an Academy of Pacific History. It is purposed to have an academy which shall have the care of the great Bancroft Library, and will devote itself to the study of the various departments of Historical Research of the entire Pacific Coast, and of all the lands that border on the Eastern shore of the Pacific Ocean. It is aimed to have a membership including California, Mexico, Oregon, Washington, British Columbia, Alaska, Peru, Chile and Hawaii.

* * *

There was a bee ranch with more than 1,000,000 bees in the heart of one of the densest residence districts of San Francisco. It was owned by Philip Prior, principal of a public school, and was in the little back yard of his home. For ten years before the earthquake he kept his bees there, has harvested about a third of a ton of honey each season and has been at no expense for food for his interesting and industrious pets. Although it is a distance of two and one-half miles from the Prior bee ranch to Golden Gate park, the bees made the

trip there, collect loads of honey and get back to the hive in two minutes, making a bullet-like flight at the surprising rate of 150 miles an hour. Mr. Prior has demonstrated this by having an observer watch certain bee-favored places in the park and exactly timing the arrival there of bees he purposely sprinkled with flour as they issued from a hive. He has also kept time on the absence of the whitened bees.—Pacific School Journal.

* * *

The Music of the Wind.

When the tune shall mellow and thrill in vain,
There's music in my heart today;
The Master-hand is on the keys,
Calling me up to the windy hills
And down to the purple seas.

Let Time draw back when I hear that tune—
Old to the soul when the stars were new—
And swing the doors to the four great winds,
That my feet may wander through.

North or South, and East or West;
Over the rim with the bellied sails,
From the mountain's feet to the empty plains,
Or down the silent trails—

It matters not which door you choose;
The same clear tune blows through the mall,
Though one heart leaps to the grind of seas,
And one to the rain-bird's call.

However you hide in the city's din
And drown your ears with its siren songs,
Some day steal in those thin wild notes,
And you leave the foolish throngs.

God grant that the day will find me not
When the tune shall mellow and thrill in vain,
So long as the plains are red with sun,
And the woods are black with rain.

—The *Outing Magazine.*

The Fresno Meeting

Preparations for the Fresno meeting of the California Teachers's Association are progressing as rapidly as can be hoped for in these days when the political campaign and the many interests which depend upon it have been absorbing the attention of very many people. In general, it may be said that the meeting promises to be a strong one, both from the point of view of professional interest as well as entertainment.

It has been decided to limit the number of speakers from outside the state this year to two or three, so as to give more scope to some vital issues which wide-awake Californias can present, and to departmental work. Since Christmas comes on Tuesday, there will be but a scant four days for the convention, and too many general meetings will interfere with the work of the departments which last year played so important a part in the practical returns to the teachers. The two men thus far provided, who are to address the convention as guests from the East, both come from the Mississippi Valley. They are Dr. John W. Cook, President of the State Normal School at De Kalb, Illinois, and County Superintendent of Schools, Cap. E. Miller of Sigourney, Iowa.

John W. Cook ranks as one of the foremost educational orators of Illinois. He has for a quarter of a century been identified with the cause of the training of teachers in that State, and has probably done more than any other man to increase the professional output of its normal schools by popularizing the idea of professional training. The teachers of California will be assured of intensely interesting and inspiring addresses by him.

As a county superintendent, the career of Cap. E. Miller has been unique. He has not only achieved spendid practical results in securing agricultural instruction in the schools of his county, but has stirred up a remarkable interest, especially in the common schools, by unifying a number of interests which they vitally affect. His words are going to be especially interesting to the rural teachers.

It is possible that Dr. J. W. Redway, the well-known writer of geographies, will be secured, and possibly some of the newly-elected State officers.

Not the least among the specially urgent grounds for attendance at Fresno is the work, still pending, of certain special committees. Under date of December 1, 1905, President Barr appointed a committee to consider and report on the need of changing the present constitution, and on the advisability of incorporating the Association. The committee found itself unable to report at the Berkeley meeting and was continued to report at Fresno, with the privilege of presenting its report in printed form. This report will be ready shortly and a copy of it sent to each member of the Association. It is understood that the committee reports unanimously in favor of incorporation. On the adjournment of the last Legislature an Assembly Committee on Education, consisting of the following members, was appointed to consider needed school legislation: James Slaven (chairman), San Juan; E. K. Strobridge (secretary), Haywards; J. H. Creighton, Redding; Newton W. Thompson, Alhambra, and Edward F. Treadwell, San Francbisco. This committee has been making a careful study of the laws governing the schools of California with the view to submitting a report at the next session of the Legislature. Under date of December 16, 1906, President Barr appointed a Committee on Legislation to represent the Association and to confer with the above-named Assembly Committee on Legislation as follows: E. B. Wright (chairman), Stockton; Miss Kate Ames, Napa; Fred T. Moore, Alameda; C. L. Biedenbach, Berkeley; Thomas Downey, Modesto; James Slaven, San Juan; Chester H. Rowell, Fresno; J. W. McClymonds, Oakland; J. G. O'Neill, Nevada City; A. C. Barker, Eureka; Mrs. N. E. Davidson, Hanford; D. W. Nelson, Bakersfield; George L. Sackett, Ventura; B. F. Howard, Sacramento; A. L. Mann, San Francisco. Of this number, in accordance with a special order of the Association at Berkeley, the first five were appointed as a special sub-committee and the entire committee continued to formulate a report to be made at the Fresno meeting. Suggestions regarding school legislation, and all resolutions pertaining thereto, should be sent to the two above-named committees at once. Through the work of this committee educational interests of the State can present a united front to the Legislature—the only way their influence can be effective there.

The Constitution and Legislative Committees will constitute strong centers of interest at the Fresno meeting. Let us

all be there and express our opinions freely upon their work. By this means it ought to be possible for us to accomplish a great deal this year of lasting benefit to the teachers and the educational interests of the State. Arrangements will also be made for the appointment of a number of committees on the best use of the new California State Text Books. The work of these committees when completed and made known throughout the State will prove a great and lasting benefit.

RAILROAD RATES AND TICKET CONDITIONS.

Special tickets to Fresno will be on sale at all points in California on the Southern Pacific and Santa Fe railway systems where the lowest first-class rate is $7.20 or less, on December 24th, 25th and 26th. Tickets will be limited to continuous passage in each direction, the going trip to begin on day of sale. The final limit for return is January 2, 1907 (i. e., the attendant must start from Fresno in time to reach starting point by January 2).

The rates from stations on the Southern Pacific and Santa Fe systems will be as follows:

Where the lowest first-class, one-way fare is $4.15 or less, the excursion rate will be one fare and one-third for the round trip, but in no case more than $5.00.

Where the lowest first-class one-way fare is $4.20 to $7.20, the excursion rate will be one fare and one-fifth for the round trip, but in no case more than $7.20.

Where the lowest first-class one-way fare is over $7.20, attendants should purchase first-class tickets (stop-over or limited continuous trip) to Fresno, and secure from agent a receipt certificate covering purchase of such ticket, and this receipt certificate, after being vised by the Secretary of the Convention, will authorize agent at Fresno to give in exchange therefor, without charge, a first-class limited ticket to destination.

C. C. VAN LIEW,
For the California Teachers' Association.

PLACES OF MEETING.

The general meetings of the Association, as well as those of the Elementary School Teachers' Association, will be held in the Barton Opera House; the High School Sections in the High School building, the Farmers' Institute in the Grammar

School, the Commercial and Shorthand Teachers' Association in the Chestnutwood Business College, the Council of Education in the Superior Court room. As to location, all the buildings are situated on the line of the street railway except the Business College, which is but one block distant from it. The High and Grammar school buildings are situated, the former on O street between Tuolumne and Stanislaus, the latter on Fresno street, between N and O. The other buildings are but a few blocks from the Hughes hotel, the headquarters of the C. T. A. The Barton faces on Fresno street, near J. The Chesnutwood Business College is on the corner of I and Merced streets. The Superior Court rooms are on the second floor of the Courthouse.

As to equipment, the Courtroom will seat from 150 to 200; the Business College will accommodate about 200 at the tables in the main room, and has smaller rooms overhead. The High School building, with its two large assembly halls, smaller recitation rooms, and wide corridors, is especially suited to the need of the High School Teachers' Association. It is believed that either of the assembly rooms will seat the entire membership of this organization, together with its friends; that the class rooms will serve both for committee meetings and for those of the several sections. The wide corridors lend themselves well to the display of books and pictures—an advantage both to the representatives of the various book companies and to the teachers themselves.

Self-regulating thermometers keep the rooms at an even temperature, while electric fans provide a constant supply and continuous circulation of fresh air through the rooms of both school buildings.

The Barton Opera House has a seating capacity of about 2,300; the Armory Hall, just overhead, of about 1,300 additional. The acoustic properties, especially of the Barton, are excellent. Both are well heated and lighted.

NOTES.

Badges.—The local committee will provide a badge for each member of the Association. Such badge will admit the wearer to all meetings, entertainments, receptions and excursions held under the auspices of the Association.

Excursions.—Plans are on foot to arrange an excursion over the famous Kearney Park and vineyard.

Another excursion—one that will be especially interesting to teachers of Physical Geography—will be made to Pollasky, a small town on a branch road of the Southern Pacific. This town is situated on the San Joaquin River, where it emerges from the mountains, and is about twenty-five miles from Fresno. The old historic Fort Miller is but a short distance from Pollasky.

Hospitality.—For a city of 25,000 inhabitants Fresno is well provided with good hotels; nevertheless, for such a gathering as this coming convention, it will be necessary for many to avail themselves of the hospitality of the residents of the city, and arrangements will be made, as was done at Berkeley last year, to accommodate a large number in the homes of our citizens.

A trip through the vineyards over the suburban electric road will give visitors an opportunity of seeing some of the results of irrigation on a large scale. Recreation Park, Sunnyside vineyard and some of the largest wineries in the State are along this route.

Some may be interested in visiting the large packing houses, where, during the season just closed, 5000 tons of raisins were seeded and packed for shipment.

The headquarters of the Association will be at the Hughes Hotel. A large office room has been secured, opening both to the hotel lobby and the street. This room will be provided with desks, tables, telephones and every convenience for the administration of the Association.

Mrs. M. M. Fitzgerald, Secretary of C. T. A., reports a recent meeting of the Executive Committee of the C. T. A. in San Francisco. Every one was sanguine of a very successful meeting in Fresno.

ACCOMMODATIONS.

During the past year, the hotel accommodation of Fresno has increased by the addition of two new, first-class hotels. These are the Sequoia Hotel, near the corner of Tulare and J streets, and the Fulton, which is run under the same management as the Grand Central.

The hotels and lodging houses of Fresno are mostly in the business portion of the city, convenient to street cars, and not far from the principal halls.

Among the first-class hotels, should be named the Hughes, at the corner of Tulare and I streets. This hotel is run on the American plan. The rates are $3.00 per day where two occupy one room. These rooms are provided with private baths. There are also a number of rooms without private baths at $2.50 per day. The regular prices for the above rooms are $3.50 and $3.00, the committee being thus given a reduction of 50 cents per day from regular prices.

Under one management are the Grand Central, the Fulton, and the Grand Central Annex. This hotel is run on the European plan with prices as follows: Rooms at the Grand Central Annex, single 50 cents. At the Grand Central Hotel, single, 50 and 75 cents, double, $1.00 and $1.25. With bath, single, $1.00 and $1.25, double, $1.50 and $1.75. At the Fulton, new and most modern in every respect, with steam heaters, telephones, electric and gas lights in every room, the rates are, single, $1.00, double, $1.50. With baths, hot and cold water, single, $1.50, double, $2.00. All the rooms in the Fulton have connecting doors between and can be opened into each other for large parties.

The Sequoia is located near the corner of Tulare and J streets. It has been built during the past year, and is strictly first-class. It is run on the European plan. The rates for rooms are 75 cents each, where two persons occupy the same room.

The Ogle House, located opposite the Southern Pacific depot, is run on the American plan. The rates are $1.25 per day when two occupy the same room. Rooms may be obtained for 75 cents and $1.00.

The San Jose is located at the corner of Merced and J. streets. The rates for rooms are 50c, 75c and $1.00.

The Arlington is located at the corner of Inyo and J. streets. The rates for rooms are 50c, 75c and $1.00.

Besides these hotels there are many lodging houses, and the good people of Fresno have always generously offered their homes for the accommodation of their visitors. Cafes, grills and restaurants are to be found in most parts of the business portion of the city.

It would be well for those intending to attend the Fresno meeting of the State Teachers' Association to write directly to the hotel proprietor and engage rooms in advance.

Any inquiry relative to accommodations should be addressed to E. W. Lindsay, chairman of Committee on Accommodations.

WHAT FRESNO WILL DO FOR THE COMING MEETING OF THE C. T. A.

The citizens of Fresno are fully awake to the importance of the coming meeting of the State Teachers' Association. The committee in charge of the local arrangements has been thoroughly organized, and for several months past has been laboring diligently to make the Fresno meeting a notable one from the standpoint of receiving and entertaining the members of the Association. With the two new first-class hotels just completed, and a third completely renovated and equipped in the most up-to-date improvements, no city in the West of 25,000 inhabitants is better prepared to accommodate a large gathering. During the past five years Fresno has changed from a purely commercial city to a city of homes as well. Hundreds of beautiful residences have been erected, most of which will be thrown open to accommodate visitors during the convention. Forty miles of cement side-walk have been laid, several miles of streets are paved with bitumen, and practically all the remaining streets have been processed with crude oil and sand, making them almost, if not quite, equal to paved streets. A most efficient street-car system is in operation, giving ten-minute service to every part of the City.

While it is not the plan of our committee to emphasize the entertainment side of the coming meeting at the expense of the regular programs, yet we are working on the hypothesis that "All work and no play makes Jack a dull boy," and are accordingly providing something in the way of receptions, parties, reunions, musicals, and excursions for every moment of the time not taken up with the regular programs. One notable feature will be an excursion to the estate recently bequeathed by M. Theo. Kearney to the State University. This is one of the finest estates in this country, it having been recently appraised at one and one-half millions. The property

lies about seven miles west of Fresno and is reached by a most beautiful avenue set with trees, palms and shrubbery. It contains a park of over two hundred acres well laid out with drives and walks, and planted with trees, shrubs and flowers from every part of the globe. A trip by "trolley" through some of the large orchards and vineyards, giving the visitors an opportunity to see the effects of one of the largest and most efficient irrigating systems in the world, will be a matter of interest to every teacher in the State. If the plans of the committee are carried out, these excursions will be without expense to our visitors.

The general sessions of the Association will be held in the Barton Opera House. Most of the various sections will meet in halls located in the business section of the city, and convenient to hotels and lodging-houses. The headquarters of the Association will be in the Hughes' Hotel, where a large office room, with entrances both from street and hotel lobby, has been secured for the administration department and for the local committees. In fact one of the chief aims of the committee has been to so centralize all the affairs of the meeting as to avoid confusion and useless waste of energy.

The attendance this year, without doubt, will be second only to the Berkeley meeting in the history of the Association, as most of the superintendents in the San Joaquin Valley Counties have already signified their intention of holding their institutes in connection with the State meeting. Favorable reports have also come from more distant cities and counties, showing that the impetus given the organization last year by a vigorous campaign for membership is not to be lost under the present administration.

The people of Fresno will endeavor to maintain their past reputation for hospitality and good cheer, and see that none go away from our city without realizing that the Fresno meeting stands out as one of the most distinctive in the history of the organization from the standpoint of both pleasure and profit.

PLACES OF INTEREST IN AND ABOUT FRESNO.

To persons visiting our city who desire to see the interesting features, industrial and agricultural, of this community, to which our people point with a degree of pride, we would respectfully call particular attention to the following:

The Chamber of Commerce building, situate immediately in front of the Southern Pacific depot, contains an exhibit of the agricultural, horticultural and viticultural products of this county which, we think, you will find interesting and instructive. The building itself was constructed by popular subscription and represents the progressive spirit of our citizens.

The fruit and raisin packing houses are situate on the Southern Pacific and Santa Fe railroad reservations, and are about twenty-five in number. During the busy season fully 3,000 people are engaged in handling the products of the trees and vines, preparing them for the market in these buildings. They are important in the amount of wealth they represent, and they will be of great interest to visitors who have never witnessed the processing and packing of one of our chief food products. We would advise a visit to any one of these large buildings during the business hours of the day when the machinery is in operation.

The Public Library building, which is the gift of Mr. Carnegie, and which contains a large circulating library, bespeaks the literary taste of our population.

The Y. M. C. A. building, just adjacent to the Library building, illustrates what this community is doing for the young men. It is the best equipped of its character in any city of like size in our State.

The public school buildings, consisting of a High School building and eight ward buildings scattered over the city, will tell you what we are doing along educational lines, while the eighteen or twenty church buildings bespeak the spiritual work and growth of the city.

We would also invite you to visit our department stores, which are unsurpassed in size and appointment, and we would not forget our opera house and public halls and like places of entertainment and amusement.

Outside of the city, if you desire to see something of the country, we would call your particular attention to our drives, notably the Kearney Boulevard, Ventura Avenue, Elm Avenue, and the numerous avenues through the vineyards and colonies over which you may reach the places of interest adjacent to the city. Among these we would particularly call your attention to Kearney Park, consisting of 320 acres, which contains the

most interesting and attractive specimens of plant life gathered from all parts of the world by its former owner, Mr. M. Theo. Kearney.

The Roeding Park, situate on Belmont Avenue, immediately west of the city, is owned by the city and will in a few years be a great attraction.

Recreation Park, situate on Ventura Avenue, about two miles east of the city, is easily reached over the street car lines. Sunnyside vineyard, Barton vineyard, and a score or more of the large vineyards situate immediately adjacent to the city, present some of the most attractive features in Fresno county, and we would advise a drive through these as one of the features of particular interest in this locality.

FRESNO'S RESOURCES.

Fresno has always been regarded in the light of a purely agricultural county. The wonderful range of climate from arctic to semi-tropic, which we find even in the hottest summer months, and the extraordinary variety and richness of the soil, complete a combination of conditions that can scarcely be found in any other county, and while in Fresno county can be produced any crop grown elsewhere, we have a practical monopoly on at least one large industry—the raisin.

From the wonderful variety in productiveness comes the great prosperity we enjoy, and the reader who does not realize conditions as they exist here, will be interested in knowing that our exports last year exceeded $20,000,000, or an average per capita of $450.00 for every man, woman and child in the county. In the face of such results, can it be wondered at that our people entertain such a feeling of local pride as animates the true Fresnan. Fruit-raising is engaged in very extensively, and our shipments of dried and green fruits amount yearly to not less than $1,750,000. Dairying is an equally important industry, and alfalfa-raising is a spendid revenue getter. Citrus culture, although one of the oldest industries, has not until quite recently, received the attention it deserves, but now it is fast becoming one of the most important, being not only lucrative, but also delightful as an occupation, and beautiful in its environments, tending to a condition of refinement—many people are taking it up for that reason.

Chester H. Rowell, editor of the Republican, in a speech before the California Promotion Committee at Napa, gave it out that Fresno is a great leader in the cause of temperance, because it produces so much sweet wine, and the use of wine in all countries is a promoter of temperance. Our wine exports are very large and continually growing. The markets of the world seem to be getting alive to the fact that our vintages are good and command a ready sale.

The development of the city proper is, comparatively speaking, in its infancy, yet it is growing rapidly and has, even at the present time, reached no mean proportions. First in importance may be mentioned the extensive packing houses, where raisins and dried fruit are processed and packed. Since the seeding of raisins began, the trade has grown enormously, and for three months during the fall the houses are running night and day, giving employment to thousands of men and women and circulating weekly tens of thousands of dollars in the community. There are also foundries in which materials of all kinds in iron and steel are turned out. We have a splendid gas plant, and also an electric light plant, furnishing light and power and supplying also the motor power for our electric street railway. This is one of the greatest factors in a city's growth, because the farther out the electric lines are laid, the more valuation the land contiguous becomes as a proposition for homeseekers and housebuilders. We have agricultural works turning out wagons and implements, high-grade productions, that bring credit to us as a manufacturing center. We have a bi-product factory for converting into valuable products refuse that is practically of no value otherwise. We have canneries from which are shipped to the other side of the earth delicious canned fruits, to tickle the palates of people less fortunate than we are. A large brewery dispenses the finest of beer. Ice factories to minister to our comfort in summer. Grain warehouses, refrigerator meat plants, creameries, boiler and engine works, macaroni factory, olive oil factory, and planing mills which have a reputation far beyond the confines of our great county for the quality and excellence turned out.

A great factor in the development of our industrial progress is cheap fuel, furnished from the oil fields of Coalinga, a district of Fresno county. This oil is furnished at a much less

cost than is possible for either wood or coal, and places the Fresno manufacturers on a plane of competitive strength that will be difficult to overcome. We have immense forests in the mountains, also minerals of all kinds, and as we are building good roads by which to reach them, we hope soon to see blast furnaces roaring, furniture factories, woolen mills, and a thousand other enterprises running for the manufacture and distribution of our various products to the outside world, and incidentally, for ourselves.

The busy hum of the daily toiler sounds merrily from a populous strength of 23,000 inhabitants, but the present indications are that in a very short period our population will be doubled or trebled and our industrial strength will be proportionately greater.

The last industry to which we would refer is the manufacture of intellectual information, which is probably the greatest of all. The boys and girls of today are the fathers and mothers of the next generation, and we have some very efficient methods for the development of this product. Not the least is our Parental School, which we believe, the city of Fresno was the first in this State to adopt, and we believe also the results will be gratifying.

Our idea is that no higher standard exists in the matter of school education than ours, and the efficiency of our system is best demonstrated by the number of bright pupils that are yearly launched upon the world with an efficient intellectual equipment.

Our innate modesty prevents any reference to the manufacturers of this choicest of our products. Suffice us to say that we think they are "all right."

DEPARTMENT PROGRAMS.

Though not quite all the sections that were represented last year at Berkeley can be so represented this year at Fresno, a very large per cent of them will, nevertheless, arrange for strong programs. A number have already been heard from. P. M. Fisher of Oakland, President of the County Board Section, is preparing a strong program for that department. The High School English Teachers' Section will hold two half day sessions. The general subject for discussion will be "The Interpretation of English in High Schools." Those in charge

hope to present such papers as will give each teacher of English in attendance a new realization of the possibilities of English and a clearer understanding of how to make a vital connection of literature with life. The Short Story Club is to be represented. In the Commercial Department, Mr. Robert Gallagher, official court reporter and President of the Gallagher-Marsh Business College of San Francisco, will read a paper on "How to Develop Speed in Shorthand." Dr. Henry Hatfield of the University of California will discuss a four years' course in commercial work.

The California Physical Geography Club is seeking to secure the services of Professor Holway and Dr. Fairbanks at Fresno in the preparation of a program similar to that which proved so effective at Berkeley last year.

The first session of the High School Teachers' Association will be devoted to a discussion of industrial and commercial education in the High Schools, the chief speakers being Dr. E. C. Moore and Principal J. H. Francis of Los Angeles, and the discussion led by Professor R. H. Hatfield, Berkeley; George A. Merrill, San Francisco; L. A. Buchanan, Fresno; Walter A. Tenny and F. A. Cauch of Oakland. The second session will be a joint one with the Elementary Teachers' Association, for which Mr. C. E. Keyes of Oakland is preparing the program. The third session will be devoted to a number of fifteen minute papers on problems of school administration. Among those who have agreed to take part are Dr. John Gamble, Haywards; F. S. Rosseter, Melrose; John S. Drew, San Rafael; M. C. James, Berkeley, and Thomas Downey, Modesto.

The Department of High School Mathematics will have two sessions. Dr. Charles A. Noble of the University of California will present the main paper at the first session, to be followed by formal and informal discussions. At the second, Dr. A. W. Stamper of the State Normal School at Chico will discuss the "Training of Teachers of Mathematics in Secondary Schools."

The Classics Section of the High School Association will hear a paper from Dr. J. T. Allen of the Greek Department of the University of California. The subject will be "The Effective Teaching of the Classics in the Secondary Schools." Dr. Allen has visited the German schools, and will have something

to tell us about classical training in Europe. It is also hoped to have a paper concerning the teaching of Latin writing in the schools. In regard to other departmental work Superintendent Kirk writes as follows:

Commissioner of Labor W. V. Stafford will send a paper if he cannot be present in person on the subject, "Child Labor." State Librarian Gillis has agreed to have two library organizers present at the Fresno meeting—Miss Bertha Kumli and Miss Mabel Prentiss—one or both of whom will come before the department. The particular topic is yet to be known. Albert Armstrong of San Francisco has been invited to discuss the topic, "Vacation Schools." Chester H. Rowell of the Fresno Republican, who did so well before the department last year at Berkeley, I have asked to speak again and have suggested for him, "The Press in Its Relation to the Cause of Public Education."

Although I am very busy with official and personal matters, I hope to be able, with your assistance, to provide for a good program for this particular department.

MANUAL, INDUSTRIAL AND MORAL TRAINING.

The California Manual Training and Drawing Association will present this year a program of exceptional interest to all who value the industrial and art side of education. Mr. Ernest Allan Batchelder, director of the Art Department of the Throop Polytechnic Institute of Pasadena will speak on "Artistic Handicrafts." Mr. Batchelder has just spent a year in studying the arts and crafts of Europe and will therefore speak with authority. Miss Edna A. Rich of the Anna S. Blake Manual Training School, Santa Barbara, will speak on "Culture and Craftsmanship Though Manual Training," with special reference to pupils who enter practical life from the grammar grades. Discussion led by Mr. F. R. Cauch, Oakland; Mr. Charles H. Thorpe, San Francisco; Mr. R. F. Phelps, Alameda; Mr. B. F. Sincoe, Bakersfield; Mr. Leonard, Fresno. Mr. Daniel H. Biggs, head of the Art Department of the Wilmerding School of Industrial Arts, will give a talk on "Wood Carving: Its Educational and Practical Value," which will be illustrated by samples of the wood sculptor's art.

It is also hoped that this department will secure the consent of President David Starr Jordan of Stanford University to

address the section on "Manual Training: Its Place and Purpose."

Mr. Frank R. Cauch, superintendent of manual training for the grammar grades, Oakland, will present to the Association for consideration and discussion the matter of needed legislation regarding the maintenance of manual training in the grades.

The schools of Fresno will have an exhibition of Manual Training, Mechanical and Freehand Drawing in the windows of one of our prominent department stores—the store of E. Gottschalk & Co., on the corner of J and Tulare streets. All other schools desiring to exhibit any of their work will please address L. A. Buchanan, chairman of the Exhibit Committee, P. O. Box No. 467, Fresno, Cal.

It is believed that an exhibition of work of this nature is interesting and instructive to both teacher and pupil. It will show the teacher the various methods of presenting a subject and the development hereof, and will allow the pupil to compare his work with the work in general. The public or parent is also interested in a display of this kind, and it at least shows the advancement in education from the days of yore. The work will be arranged in grades, thereby placing before the public the courses as taught and developed, and their results.

Professor Guido H. Marks of Stanford University has been asked to speak on "The Teaching of Drawing in the Public Schools," with special reference to its practical value. Discussion led by Mr. L. A. Buchanan of Fresno; Miss Wilhelmina Ramur, San Jose; Miss N. C. Beale, San Francisco; Miss Louise Culner, Palo Alto.

Mr. W. L. Judson, Dean of the College of Fine Arts of the University of Southern California, has been asked to speak on the subject of "Art Education from the Standpoint of the Professional Artist."

"Drawing in the Grades as Preparation for Drawing in the High School" will be discussed. Speakers, Miss Nell C. Beal, Polytechnic High School, San Francisco; Miss A. H. Coldwell, Alameda; Mr. W. S. Rice, Stockton.

Professor A. B. Clark of Stanford will present for discussion a plan for a uniform course in drawing for High Schools. Discussion by Goddard Dale, Oakland; L. A. Buchanan, Fresno; Miss J. L. Brothers, Berkeley.

Mrs. Alma D. White of San Francisco will present for discussion a plan for a uniform course in drawing for the grades. Discussion by speakers to be named.

Miss Laura A. Marshall, supervisor of drawing, Fresno, will present a paper on "Industrial Designing."

In addition to the above, the formulation of a uniform course of study in drawing in public schools and necessary legislation pertaining to the same will be discussed.

The subject of parental schools will be discussed before general sessions by Superintendent C. L. McLane of Fresno and by Richard Faulkner of San Francisco. Both men have had experience in the work. The latter will stress especially the problems that arise in the enforcement of the compulsory educational law, a problem which affects seriously rural school interests and the further practical development of the parental school idea. The question of juvenile courts, which Judge Ben Lindsey has made so prominent through his work in Denver, will be presented by two men who have done the same kind of work with notable success in this State, Judge Frank Murasky of San Francisco and Judge Curtis D. Wilbur of Los Angeles. The appointment and tenure of office of city teachers will be discussed by Dr. E. C. Moore, who has recently assumed the superintendency of schools of the city of Los Angeles.

Finally, the Council of Education, of which Mr. E. M. Coy, Santa Rosa, is president, will take up the moral training of children, calling upon those who have been connected with the late prize contest on this subject. There will also be further discussion on the "Extension of the Teachers' Code of Professional Ethics," and on "High School Education as a Training for Life." There will be a report of the committee on the necessary amendments to our school law, and a discussion on "The Reason Why Men Are Leaving School Work, and Some Remedies for the Same."

THE MEMBERSHIP RECORD.

The California Teachers' Association was organized through the efforts of John Swett. It had its beginning in a three days' session of the State Teachers' Institute, held in September, 1865. The outgrowth of this pioneer organization was the California Educational Society, which, in 1876, reorgan-

ized, formulated a constitution and assumed the name, "California Teachers' Association."

The records gave no figures on membership until 1884. Here is the record since that time:

1884—San Francisco	197
1885—San Jose	303
1886—San Francisco	295
1887—Berkeley	338
1888—Sacramento	198
1889-1890—Los Angeles	673
1891—Riverside	465
1892—Fresno	515
1893—Stockton	435
1894—Santa Cruz	637
1895—Oakland	647
1896—San Jose	1117
1897—San Francisco	1540
1898—Santa Rosa	607
1899—Sacramento	540
1900—San Francisco	1158
1901—Pacific Grove	672
1902—Los Angeles	2165
1903—San Francisco	1405
1904—San Jose	1115
1905—Berkeley	4257
1906—Fresno	?

The following is a list of officers of the various sections of the Association:

COUNCIL OF EDUCATION.

President ..... E. Morris Cox, Santa Rosa
Treasurer-Secretary ..... J. W. McClymonds, Oakland

DEPARTMENT OF SCHOOL BOARDS.

President ..... Thomas J. Kirk

COUNTY BOARD ORGANIZATION.

President ..... P. M. Fisher, Oakland
Secretary ..... A. A. Bailey, Martinez

ELEMENTARY SCHOOL ASSOCIATION.

President ..... C. E. KEYES, Oakland

HIGH SCHOOL TEACHERS' ASSOCIATION.

Acting President ..... C. L. Biedenbach, Berkeley
Vice-President ..... L. B. Avery, Redlands

STATE FARMERS' INSTITUTE.

Conductor ..... E. J. Wickson, Berkeley

DRAWING AND MANUAL TRAINING TEACHERS' ASSOCIATION.

President ..... Walter A. Tenney, Oakland
Secretary ..... Charles H. Thorpe, San Francisco

DEPARTMENT OF MUSIC.

President ..... E. T. Nesbit, Fresno
Secretary ..... Miss Lida Lennon, Chico

ENGLISH SECTION OF THE HIGH SCHOOL DEPARTMENT.

President ..... Miss Mina Cole, Santa Clara
Secretary-Treasurer ..... E. O. James, Berkeley
Executive Comm.: R. S. Phelps, Willis; T. J. Penfield, Vallejo; I. E. Outcalt, San Diego

MATHEMATICS SECTION OF HIGH SCHOOL DEPARTMENT.

President ..... George A. Miller, Stanford University
Vice-President ..... W. H. Baker, San Jose
Secretary ..... J. Fred Smith, Campbell
Executive Committee, Charles A. Noble, Berkeley; J. B. Clarke, San Francisco

PACIFIC COAST ASSOCIATION OF CHEMISTRY AND PHYSICS TEACHERS.

President ..... A. N. Sheldon, Berkeley
Vice-President ..... Miss Margaret Scott, Haywards
Secretary-Treasurer ..... A. G. Van Gorder, Berkeley

CLASSICAL DEPARTMENT.

President ..... Morris C. James, Berkeley
Secretary ..... Miss Edna F. Wyckoff, Monterey

COMMERCIAL DEPARTMENT.

President ..... James Ferguson, San Francisco
Vice-President ..... A. B. Way, Petaluma
Secretary ..... E. H. Ridenout, Stockton

CALIFORNIA PHYSICAL GEOGRAPHY CLUB.

President ..... Cary T. Wright, Redlands
Vice-President ..... U. G. Durfee, Escondido
Recording Secretary ..... Mrs. Edna Snell Foulson, Berkeley
Corresponding Secretary ..... Fred W. Koch, San Francisco
Treasurer ..... C. K. Studley, Chico

DOMESTIC SCIENCE ASSOCIATION.

President ..... Ellen M. Bartlett, San Francisco
Vice-President ..... Mildred N. Fenton, Alameda
Secretary-Treasurer ..... Mildred Congdon, Berkeley

DEPARTMENT OF COUNTY BOARD MEMBERS.

At the regular session of the Polytechnic High School, Mr. P. M. Fisher of San Francisco, will read a paper on "The County Board of Education in California: Its Origin, Work and Possibilities in School Administration."

Superintendents Daniel White of Solano, A. A. Bailey of Contra Costa, and J. Garner of San Benito, and others will discuss the paper. A general discussion will follow.

Superintendent Johnson of San Luis Obispo County has issued the following bulletin:

The teachers of San Luis Obispo County will please bear in mind that the fortieth annual session of the California Teachers' Association will be held at Fresno, December 26, 27, 28, 29, 1906. This Association, by which the teachers are organized into a power that has been effective, and will be still more so, in advancing the educational welfare of the State, deserves the most loyal support of every teacher in the county.

President C. C. Van Liew writes: "This year the Association is seeking an improved and more effective organization, one that can render better service to the teachers of the State. To that end it needs the best possible financial support."

"All persons who are now, or who may be hereafter officially connected with the public or private schools of the State, or interested in the cause of Education, may become members of the Association by paying the annual fee of one dollar."

Certificates of Membership are to be had of your Superintendent.

DEPARTMENT OF ENGLISH.

The programs of the High School Teachers' English Section of the California Teachers' Association consider both the theoretical and the practical side of the important theme, the interpretation of literature in the High School. They aim to show the possibilities of English teaching as a means of soul-development; to emphasize the importance of connecting the study of literature with life, especially the life of the student; and to indicate some few ways by which this may be done. The Section is particularly fortunate in procuring the assistance of Dr. John Cook of Illinois, and Prof. C. W. Wells of the University of California. The latter, who has been for some years one of the University examiners of High School English, can speak with authority and intimate knowledge of the strong and the weak points in the English work of California High schools. The programs are as follows:

First Session: The Modern High School, Dr. John Cook of Illinois; The Foundation of Literature in the High School, Geo. H. Huntting, West Side U. H. S.; The High School Teacher as an Interpreter of Literature, Miss Elizabeth Everett, Hanford.

Second Session: Getting at the Soul of a Piece of Literature, J. B. Hughes, Merced H. S.; Oral Reading as a Means of Interpretation, Miss Rebecca T. Greene, Palo Alto H. S.; The Theory and Practice of the Assignment, Miss Ethel R. Farnham, Colusa H. S.

One of the special features of the State meeting this year will be the reception to the Alumni of the San Jose State Normal School. It is being planned by the graduates of the school now teaching in Fresno City and County. We are looking forward with great pleasure to this opportunity of welcoming to our midst those of our number now teaching in other parts of the State.

We are glad that we are here in sufficient numbers to arrange for this re-union, so that all may meet together and renew old friendships and acquaintances.

PROVISIONAL PROGRAM OF MUSIC SECTION, STATE TEACHERS' ASSOCIATION.

Each day there will be a chorus of school children under the direction of Prof. A. G. Wahlberg, Supervisor of Music, Fresno City schools.

Mrs. Sweezy of Berkeley will be present and will discuss some vital topic of her own choice. She will also take part in the discussions.

Miss Stone of Los Angeles is expected to discuss "The Past, Present and Future of Public School Music."

The following symposium has been arranged, but all the speakers have not been heard from:

PUBLIC SCHOOL MUSIC.

1. From Standpoint of County Superintendent, Miss Lillie Laugenour, Colusa Co.; 2. From Standpoint of City Superintendent, Prof. Hill of Palo Alto; 3. From Viewpoint of Normal School, Prof. W. H. Baker, San Jose; 4. As Seen by Voice Teacher, Mrs. Don Pardee Riggs, Fresno; 5. As Related to Home, Mrs. W. D. Noble, Fresno; 6. As Related to Book Publisher, Mrs. S. C. Smith, San Francisco; 7. From Standpoint of Supervisor, Miss Ida M. Fisher, Alameda; 8. As Related to County Schools, Prof. Perkins, West Park.

There will be a Round Table meeting each day, where the various phases of Music Teaching will be formally and informally presented.

The program for the meeting of the Pacific Coast Association of Physics and Chemistry Teachers is as follows:

CHEMISTRY.

The Mathematics of Elementary Chemistry, J. McIntosh, Prin. Fowler U. H. S.; Witherward Is Chemistry Teaching? H. F. Sheldon, Prin. Armijo U. H. S.

PHYSICS.

Optics by the Wave-front Method, A. L. Cavanagh, Physics Dept. L. A. H.; The Place and Amount of Lecture Demonstration in High School Physics, C. E. Crane, Teacher of Science, Fresno High.

GOOD WORDS FROM SUPERINTENDENTS.

MARIN.

There will be a good representation of Marin teachers at the meeting.

Our teachers fully recognize and appreciate the good work done by the C. T. A. in the past and the benefits they have received from it. Over fifty per cent of our teachers have prof-

ited by an increase of salary and a lengthened school term during the past four years, all of which was made possible by the increased appropriation advocated and recommended at Association meetings during recent years.

The stand made at these meetings for professional spirit on the part of teachers, higher preparation for the profession, and tenure of office, has almost eliminated the question of unfair dismissal of teachers in our schools.

JAS. B. DAVIDSON, Marin County.

MARIPOSA.

The Mariposa County Institute is to meet with the C. T. A. in Fresno. About twenty-four teachers will be in attendance, and are anticipating a very pleasant and profitable time.

JULIA L. JONES.

LOS ANGELES.

Los Angeles county sincerely hopes that the State Teachers' Association meeting at Fresno will be the best in its history. A large delegation will attend from this county.

MARK KEPPEL, Los Angeles County.

PASADENA.

I hope to attend and shall try to bring a goodly number of our teachers along. I look forward to the Fresno meeting of the C. T. A. as likely to prove a record breaker.

JAS. D. GRAHAM,
Superintendent Pasadena Schools.

VENTURA.

I shall be pleased to do all in my power to assist in securing a good attendance at the Fresno meeting of teachers of this county. We expect to hold our Teachers' Institute the week before Christmas, and I shall be glad to have distributed at said time any circulars you may have for said purpose.

GEO. L. SACKETT, Ventura County.

KINGS.

The membership will equal the total number of teachers engaged in the county; in attendance, we will all be there.

MRS. N. E. DAVIDSON, Kings County.

NAPA.

Napa will be represented at the Fresno meeting by its leading teachers.

MISS KATE AMES, Napa County.

OAKLAND.

The teachers of Oakland and Alameda county are much interested in the Fresno meeting. A good-sized delegation from our department will be with you.

SUPT. McCLYMONDS, Oakland.

SANTA BARBARA.

Last year, at the Berkeley meeting, Santa Barbara had much the largest enrollment with the single exception of Los Angeles. We can do the same thing again.

H. A. ADRIAN, Santa Barbara County.

SONOMA.

The teachers of Sonoma County are urged to attend the California Teachers' Association, and give promise to being there in large numbers.

MINNIE COULTER, Sonoma County.

THE SHORT STORY CLUB.

The success of the Short Story Club since its inception in the summer of 1905 has been marked. At the Berkeley meeting two hundred and seventy-five teachers crowded into the assembly hall of the Psychological building to hear stories from the Club members, but there were as many more interested who could not get near the door of the meeting place. This is an index of interest abroad in the workings of the Club. As the Club work is carried on from month to month in local circles the membership has increased till now there are more than two hundred active members.

The Club intends to hold two sessions at Fresno during the Association meeting. This will consist of readings of papers and stories and of literary and method discussions. The Club interests itself in many lines of literary work. It aims to stand for the best composition and literary work in the public schools. It is deeply interested in the literature of the West, and aims to be a part of the Western literary movement. It aims, as far as may be, to be a school for young writers and to introduce such to the best prose and poetry. At the same time, it has in its ranks many active literary workers. On its honorary roll are the names: Charles Warren Stoddard,

Jack London, Joaquin Miller, and Herbert Bashford. The officers of the Club are:

President ..... Henry Meade Bland, San Jose Normal
Secretary ..... Clyde Reynolds, Lathrop
Executive Committee .....
Mrs. Mary B. Williams, Sebastopol; Charlotte Ayer, Forestville; Grace Hoover, Hanford.

FIELD NOTES.

While the Berkeley meeting was a record-breaker, both in program and attendance, the Fresno meeting should be even better. Let every teacher in California "stand in."

In 1892, when the California Teachers' Association met in Fresno, the attendance was 515. What is to be in 1906?

Superintendent Barr says Stockton will have a big delegation in Fresno Christmas week.

County Superintendent Wright of San Joaquin county reports great interest in the Fresno meeting. It is likely that a special train will be engaged to bring the delegation.

One year's vigorous work made the C. T. A. the strongest organization of teachers in the world, the N. E. A. alone excepted. If every teacher in California will take out a membership, this great record can be maintained. Organization means better tenure, better salaries, better conditions along all lines. Let every teacher read the following stirring words by President Barr in closing the Berkeley meeting:

"I congratulate the educational workers of California on the great showing that has been made at the Berkeley meeting. Counting the various activities that have taken part in the session, the attendance has been at least 7,000 and may reach 8,000. While statistics are usually dry, I feel that you will be interested in a few figures showing the strength of the Association as compared with other State organizations. About a month ago I sent letters throughout the United States asking for the membership of each State Association. Replies have been received from thirty-five States and Territories, showing memberships ranging from 50 in New Mexico, to 2,997 in Wisconsin. Included in the returns are such great States as New York, Massachusetts, Minnesota, Missouri and Michigan. The membership of the C. T. A., since its organiza-

tion, has ranged from 197 to 2,165. The high-water mark was reached in Los Angeles in 1902. How stands the Association today?

"The paid-up membership for the Berkeley meeting at 2 o'clock today amounted to 3,938, with a number of cities and counties yet to hear from. When the returns are all in, the membership will be more than 4,000. Thirteen States have more teachers than has California; today, however, the returns now show that the California Teachers' Association is the strongest State organization of teachers in America. But one organization in America—and that means the world—is stronger, and that is the National Educational Association. If the organization is maintained, and I feel that it will be, it will mean great things for the cause of Education and for the teachers of California."

Teachers' Association of Northern California

Another session of The Northern California Teachers' Association has gone into history. The attendance was perhaps larger than at any previous meeting. In fact the future prosperity of the organization seems assured. Four counties, Butte, Glenn, Tehama and Colusa united in the meeting with their institutes. These four have been the faithful ones in years past and have kept alive the spirit. All honor to the leaders of those counties. May their successors be as true. We missed Shasta, who in days gone by was a pillar.

Many old faces were missed, such as O. E. Graves, who is out of the work, T. J. Crane, former treasurer, G. H. Stout, first president, Miss Lynch, the secretary, and Dr. Van Liew, who was absent in Arizona. Superintendents Dunn and Reager appeared in that capacity for the last time. Among the new county superintendents present were Miss White of Shasta, Miss Fish of Tehama, Mrs. Abrams of Butte, and Mr. Chaney of Glenn.

Sacramento was unanimously chosen as the place of meeting in 1907. We hope to have Yolo, Placer, Solano, El Dorado, Sutter and Yuba in line by then.

Chas. H. Camper, Chico's first City Superintendent, was chosen to preside next year. Supt. Erlewine of Sacramento

City was elected vice-president; Miss Lulu White, Superintendent-elect of Shasta, recording secretary; Mrs. Minnie Abrams, Butte's new superintendent, corresponding secretary; J. D. Sweeney, treasurer (sixth term).

Prin. G. L. Allen presided over the high school section in the absence of Prin. Macomber of Redding. The work of this section was devoted to the discussion of the commercial work in high schools. Prof. Cubberley spoke to the section. It was the sense of this section that the commercial course should be four years.

Prin. L. E. Armstrong conducted the program of the city school section where the departmental plan was discussed by Dr. F. B. Dresslar and California history by J. D. Sweeney.

Miss Lisa Lennon, Chico Normal, was chairman of the Music section. This was the attraction of the sectional work and many spoke highly of the work done by classes from the normal school and from the Chico city schools. Among the participants on the program were Miss Lois Stillson, director of music in Chico schools; Miss Lulu Murphy, director in Marysville; Mrs. Fred Blatchley, supervisor in Corning; and Mrs. McQuade of the Normal.

Mr. B. M. Davis, of the science department of the Normal conducted the work in Nature Study. United with this section was a meeting of the Farmers' Institute. Prof. Wickson, U. C., Dr. Dresslar, and J. H. Hamilton, Supt. of the Hamilton Sugar Association were the chief speakers.

The joint session of High and Elementary schools was held by Prin. W. M. Mackay, in the absence of Dr. Van Liew. Miss Jones, Chico Normal and Dr. Cubberley were the speakers. Miss Lulu White read the paper prepared by Mr. Macomber.

The Rural section under the leadership of J. D. Sweeney, discussed many subjects. The chairman spoke on the Promotion Problem, Dr. Cubberley on "Supervision of Rural Schools," Miss Susan T. Smith, "Practical Suggestions for the Improvement of Rural School Libraries," and Miss Laura Lopp of Tehama County evoked much discussion by a racy paper, "The Trials and Tribulations of the Country Schoolmarm."

The general sessions were well attended. The speakers were Dr. Branner, Stanford; Dr. Dunniway, Stanford; Dr.

Cubberley, Stanford; Dr. Dresslar, U. C.; Rev. C. R. Brown, Oakland; Hon. W. V. Stafford, State Labor Commissioner; and Prin. L. E. Armstrong, Alameda.

Dr. Branner's lecture on "Earthquakes," on Wednesday evening was timely and the illustrations fine. On Friday evening, Dr. Brown delivered a taking lecture on "American Humor." On Thursday evening the teachers were treated to a musical feast by the Chico Choral Society.

The Northern Electric Railway invited members to ride to Oroville on the new road and about two hundred took the trip. The Diamond Match Company invited all to see the art of match-making. Most of the young ladies did so. The Butte County Railroad gave a round trip to the great lumbering city, Stirling City, at reducted rates and about 150 spent Saturday in the pines. Other excursions were made to the U. S. Agricultural Farm and Hooker Oak.

The following circular letter to the members of the California Teachers' Association is being issued:

Chico, Dec. 8, 1906.

To the California Teachers' Association:

For several years the State Board of Education, through the adoption of new texts, has been trying to improve the text book system of the State. To this end, new texts in history, geography, reading, language, and grammar, arithmetic, physiology and spelling have already been adopted, and most of them are already in common use in the State.

The great mass of our teachers use text books; they will continue to use them for some time to come. But little has been said or written on the pedagogical use of texts. Yet every good teacher knows that it is a problem. Every text becomes at once in the hands of the teacher a problem in method because it is designed especially for the work in instruction. Every text represents the strength and the weakness and the special theories and experiences of its author. In the case of a text used in common throughout a State the problem in method is one common to all who make use of it. In many instances its use becomes a matter of special study and experiment. At present there is no means of pooling these experiences and experiments and of putting them in a form available to all. It is this that has suggested to the undersigned

the appointment (subject to ratification by the State Teachers' Association and under its auspices), of a series of committees to report on The Use of the California State Text Books. The committees thus far selected are as follows:

1. Geography—H. S. Cohn (Chairman), Stockton; Mary W. George, State Normal School, San Jose; John Imrie, San Francisco; C. T. Wright, Supervisor of Geography and Nature Study, Redlands.

2. History—Wayne P. Smith (Chairman), State Normal School, Los Angeles; Agnes Howe, State Normal School San Jose; W. F. Bliss, State Normal School, San Diego; E. I. Miller, State Normal School, Chico; ( ) another to be appointed.

3. Physiology—George L. Leslie (Chairman), Director Science Dept., Los Angeles; Joseph Grinnell, Throop Polytechnic Institute, Pasadena; N. R. Gardener, Polytechnic High School, Los Angeles; J. L. Gilbert, High School, Los Angeles; L. H. Miller, State Normal School, Los Angeles; R. O. Johnson, State Normal School, Chico.

4. Arithmetic—D. R. Jones (Chairman), State Normal School, San Francisco; F. E. Farrington, University of California; W. H. Baker, State Normal School, San Jose; Leroy E. Armstrong, Mastic Grammar School, Alameda; James B. Davidson, Supt. of Schools, Marin County, San Rafael.

5. Primary Reading—Lew Ball (Chairman), Oakland, Cal.; Mrs. N. A. Wood, San Francisco; Ella Bailey, Berkeley; C. E. Rugh, Oakland; Ida Vandergaw, Oakland.

6. Intermediate and Advanced Reading—T. L. Heaton (Chairman), San Francisco; (others to be appointed.)

It will be noted that in the appointment of these committees, it has not always been deemed advisable to distribute the representatives on each committee equally throughout the State. They have been selected, rather, with a view to securing effective, practical co-operation within each committee. It is, furthermore, not to be expected that all of these committees will present final reports at Fresno. The work is of too great importance and of too many practical bearings to be rounded off in so brief a time. It is the intention that preliminary reports, of from fifteen to twenty minutes will be presented by the chairmen, to be followed, if there is time, by some discus-

sion. The work will then be continued through the coming year and the reports published as fast as ready in successive issues of the official journal of the State. It is understood, also, that separate reprints of the reports will be prepared for distribution so that each summation of the best experiences and recommendations which the State can afford in the use of these texts will be available to every teacher in the State. To this same end, every teacher who has had experience or who holds views based on experience with reference to the use of any of these texts, should write to the chairman, setting forth his views, experiences, difficulties or success.

The province of the committee is conceived to comprehend, among other things, the following problems: Some statement of the way different localities of the State affect the use of the text, with special reference to the difference between city and rural schools. Is there any reason why greater or less emphasis should or should not be placed by different localities upon certain sections of the text? Are there any portions of the text that may, in general, be safely omitted, either on practical grounds or because the material is not suited to the child mind at a given age? Should the text be supplemented at any points, and, if so, at what points, and by what other reading matter, or illustrative material? What about the position of this text in the course of study as to exact place and amount of time? What does a good pedagogical use of the text call for? It is not intended, however, that the foregoing statement of the province of the committees is to limit, restrict or cramp in any way the privileges of the committees in the free development of their work and in rendering the best possible service to the teachers of the State.

Signed,

CHARLES C. VAN LIEW,

For the California Teachers' Assn.

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David Starr Jordan, President of Stanford University, has resigned from the Advisory Board of the Reform Spelling Association. He does not object to a reform in our method of spelling, but objects to radical changes being made without consultation. His principal objection is to the word "Thru."

The Biennial Convention of City and County Superintendents

Held at Coronado, November 20, 21, 22, 23, 1906.

The meeting of the Superintendents at San Diego was notable in many respects. The session opened Tuesday evening in the large hall of Hotel Del Coronado. The address of welcome was delivered by Hon. W. E. Smythe, who emphazised the importance of Pacific Coast History in our text-books. Hon. Thomas J. Kirk addressed the superintendents. After which the committees were appointed. The following people were in attendance: Thomas J. Kirk, Supt. Public Instruction, Sacramento; Morris E. Dailey, San Jose; J. F. Millspaugh, Los Angeles; C. C. Van Liew, Chico; Samuel T. Black, San Diego; Frederic L. Burk, San Francisco; F. B. Dresslar, Berkeley; Amador, G. A. Gordon, Jackson; Butte, R. H. Dunn, Oroville; Calaveras, John Waters, San Andreas; Contra Costa, A. A. Bailey, Martinez; El Dorado, T. E. McCarty, Placerville; Humboldt, George Underwood, Eureka; Kern, Robert L. Stockton, Bakersfield; Kings, Mrs. N. E. Davidson, Hanford; Los Angeles, Mark Keppel, Los Angeles; Madera, Estelle Bagnelle, Madera; Marin, James Davidson, San Rafael; Mariposa, Julia L. Jones, Mariposa; Mendocino, J. F. Barbee, Ukiah; Merced, Anna Silman, Merced; Monterey, Duncan Stirling, Salinas; Napa, Kate Ames, Napa; Nevada, J. G. O'Neill, Nevada City; Orange, J. B. Nichols, Santa Ana; Placer, C. N. Shane, Auburn; Plumas, Tillie N. Kruger, Quincy; Sacramento, B. F. Howard, Sacramento; San Benito, John H. Garner, Holister; San Bernardino, A. S. McPherron, San Bernardino; San Diego, Hugh J. Baldwin, San Diego; San Francisco, Alfred Roncovieri, San Francisco; San Joaquin, E. B. Wright, Stockton; San Luis Obispo, Frederick P. Johnson, San Luis Obispo; Santa Barbara, W. E. Edwards, Santa Barbara; Santa Clara, D. T. Bateman, San Jose; Santa Cruz, C. S. Price, Santa Cruz; Sierra, Belle Alexander, Downieville; Siskiyou, Grace Johnson Balfrey, Yreka; Solano, D. H. White, Fairfield; Sonoma, Minnie Coulter, Santa Rosa; Stanislaus, Florence Boggs, Modesto; Sutter, C. W. Ward, Yuba City; Tehama, Ellen Lynch, Red Bluff; Trinity, Lizzie Fox, Weaverville; Tulare, C. J. Walker, Visalia; Ventura, Geo.

L. Sackett, Ventura; Yolo, May E. Dexter, Woodland; Yuba, James A. Scott, Marysvile.

City Superintendents of Schools—Alameda, Fred T. Moore; Berkeley, S. D. Waterman; Bakersfield, D. W. Nelson; Eureka, D. L. Thornbury; Fresno, C. L. McLane; Los Angeles, E. C. Moore; Marysville, James A. Scott; Oakland, J. W. McClymonds; Pasadena, James D. Graham; Pomona, P. W. Kauffman; Sacramento, O. W. Erlewine; Salinas, L. F. Kilkenney; San Bernardino, W. W. Conrad; San Buenaventura, Jas. F. Reynolds; San Diego, Duncan MacKinnon; San Jose, J. A. Sheriffs; Santa Barbara, H. A. Adrian; Santa Monica, D. A. Eckert; Santa Rosa, E. M. Cox; Stockton, James A. Barr.

Wednesday morning, the local committee of entertainment took the visitors to Point Loma, and gave them an opportunity to visit the Raga Yoga Academy of Mrs. Tingley, and other points of interest. In the afternoon session the following officers were elected:

Chairman, Thomas J. Kirk; First Vice-President, Edward Hyatt, of Riverside, Second Vice-President, B. F. Howard, of Sacramento; Secretary, Minnie Coulter, of Sonoma; Assistant Secretary, Frank F. Atkinson, of Sacramento.

Arthur Chamberlan presented an able paper on the qualities of educational leadership. Superintendent Waterman gave the report of the committee consisting of S. D. Waterman, Jas. D. Graham and James A. Barr on changes in the law in reference to the requirements of vaccination. The discussion on the subject was animated. Dr. Chalotte Baker, Dr. E. C. Moore, Mark Keppel, Supt. Roncovieri, Supt. Erlewine, Supt. McClymonds, Supt. Reager and others took part. The following resolution was finally adopted:

"Resolved, that the public schools be relieved of the enforcement of the vaccination law.

"All measures for controlling contagious diseases and all other sanitary regulations shall be vested exclusively in the State and local health boards.

"Vaccination shall not be made a pre-requisite for admission to any public school in this State or for receiving the benefits of the same provided that the State Board of Health or the Board of Health of any municipality or county, may whenever there is a threatened epidemic of smallpox, require the vaccination of all persons with the district threatened and shall provide them with the means of free vaccination."

The evening session was devoted to the consideration of the tenure of teacher's positions, and an address by Robert Furlong, Secretary of the State Text-Book Committee, giving in detail a concise but comprehensive statement of legislation and administration of the text-book laws of California. The discussion on the tenure legislation was very lively.

Thursday morning, Nov. 22, the superintendents visited La Jolla, the Caves, La Soledad Club, and Balboa Hotel at Pacific Beach. At La Jolla, Mr. Dearborn, the pioneer of the beautiful seaside city, with his associates, entertained the guests in a most enjoyable manner. The clubhouse, the caves, the beautiful residences, were a surprise and a delight to us all. At Pacific Beach the Folsom Bros., the proprietors of Hotel Balboa, gave the visitors a fine lunch, and entertained the guests with music and speeches,

The afternoon and evening of Nov. 22, was devoted to the consideration of the resolutions of the legislation committee, and the committee on resolutions. During the proceedings Supt. Keppel arose, and presented to Hon. Thomas J. Kirk, a gold watch as a testimonial from the City and County Superintendents of the State in recognition of his long service as Superintendent of Public Instruction. On motion of Dr. E. E. Moore, Supt. Kirk was unanimously elected a life member of the Biennial Convention.

The Report of the Committee on Legislation of the Superintendents' Convention Was As Follows:

We recommend that legislation be enacted so

I. That the Child Labor Law will include "places of amusement" among the occupations prohibited during school hours to children under 14 years of age.

II. That no child under 14 years shall be admitted to attendance at play houses unless accompanied by an adult.

III. That a child may be committed to a parental school by a City, a City and County, or a County Superintendent of Schools in conjunction with his parents or by the judge of the juvenile court.

IV. That counties be authorized to maintain parental schools, the same to be under the direction of the County Superintendent of Schools and the Superior Judges.

V. That a truant may be apprehended by any police officer or other officer of the peace or by a school official.